

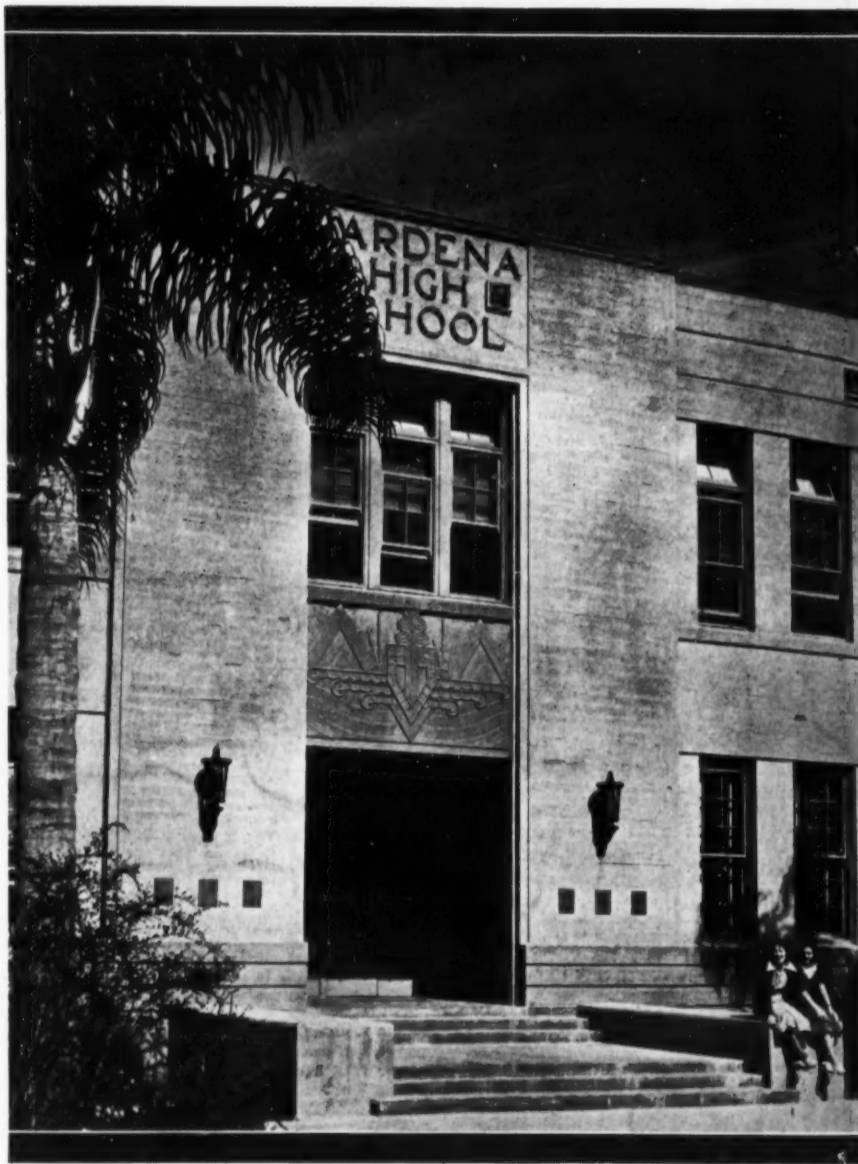
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VOLUME 93      NUMBER 2  
AUGUST, 1936

AUG 8 1936

# THE AMERICAN School Board Journal

A PERIODICAL of SCHOOL ADMINISTRATION



GUIDING PRINCIPLES in SALARY POLICY  
FORMULATION—Cross

THE BRUCE PUBLISHING CO.  
MILWAUKEE . . . CHICAGO . . . NEW YORK



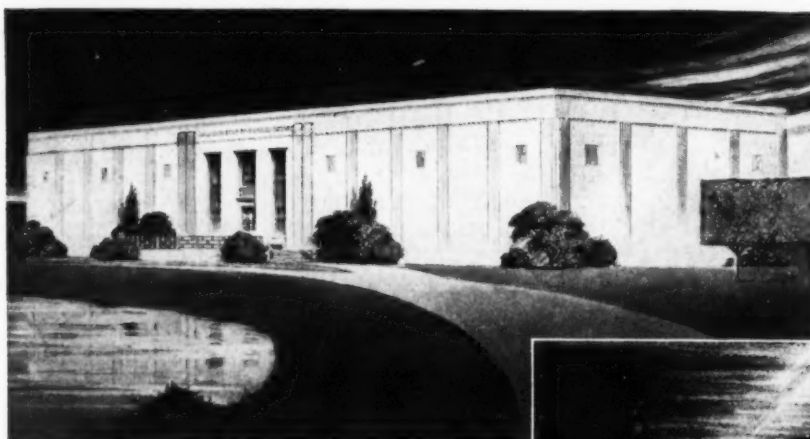
*Centennial*

## JOHNSON

### AUTOMATIC TEMPERATURE REGULATION

The architectural renderings show three of the permanent buildings at the Texas Centennial which will beautify the exposition grounds at Dallas for years to come. These buildings represent careful selection of materials and equipment with a view to modernity, convenience, and dependability. JOHNSON automatic temperature regulation devices perform the important function of controlling the temperatures produced by the blast heating apparatus—silently, effectively and economically. The JOHNSON organization celebrated last year its "semi-centennial"—half a century devoted to this one line of business. Whatever the temperature or humidity control problem—heating, cooling, ventilating, air conditioning—JOHNSON apparatus is the answer.

Johnson Service Company, Milwaukee, Wisconsin.  
Direct branch offices in all principal cities.



At Top: Hall of Fine Arts.

Ralph Bryan, Henry Coke Knight, De Witt & Washburn, Herbert M. Greene, La Roche & Dahl, associated architects.

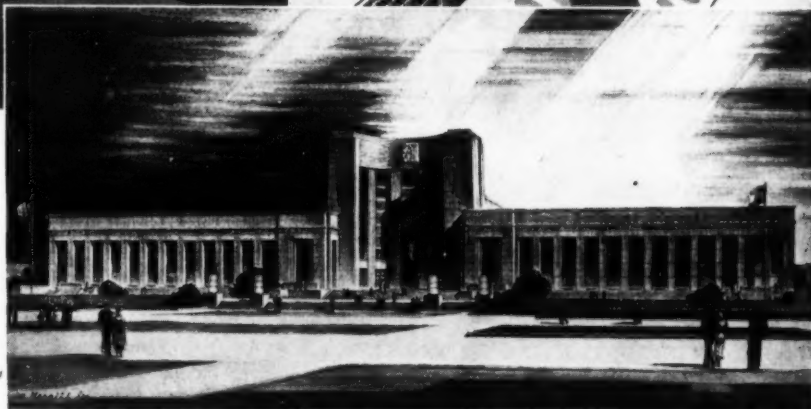
Above: Museum of Natural History.

Mark Lemmon, C. H. Griesenbeck, Frank Kean & John Danna, architects.

At Right: Texas Hall of State.

Texas Centennial Architects Associated, Inc., and Adams & Adams, associate architects.

Park Board Architect: W. Brown Fowler.  
Mechanical Engineers: Kribs & Landauer.



# JOHNSON AUTOMATIC CONTROL

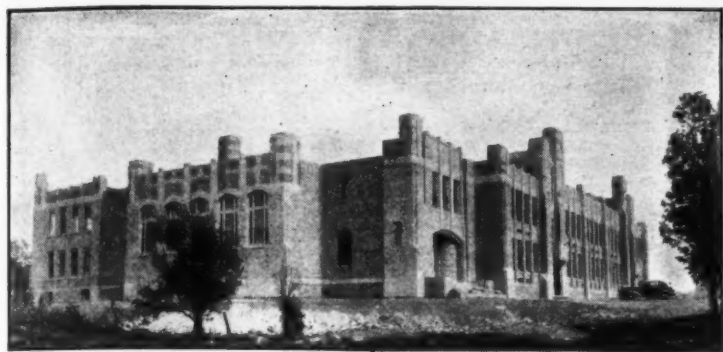
HEAT & HUMIDITY

*for Heating . . . . . Cooling . . . . . Ventilating . . . . . Air Conditioning*

# EXPERIENCE proved to Robert R. Graham

ARCHITECT

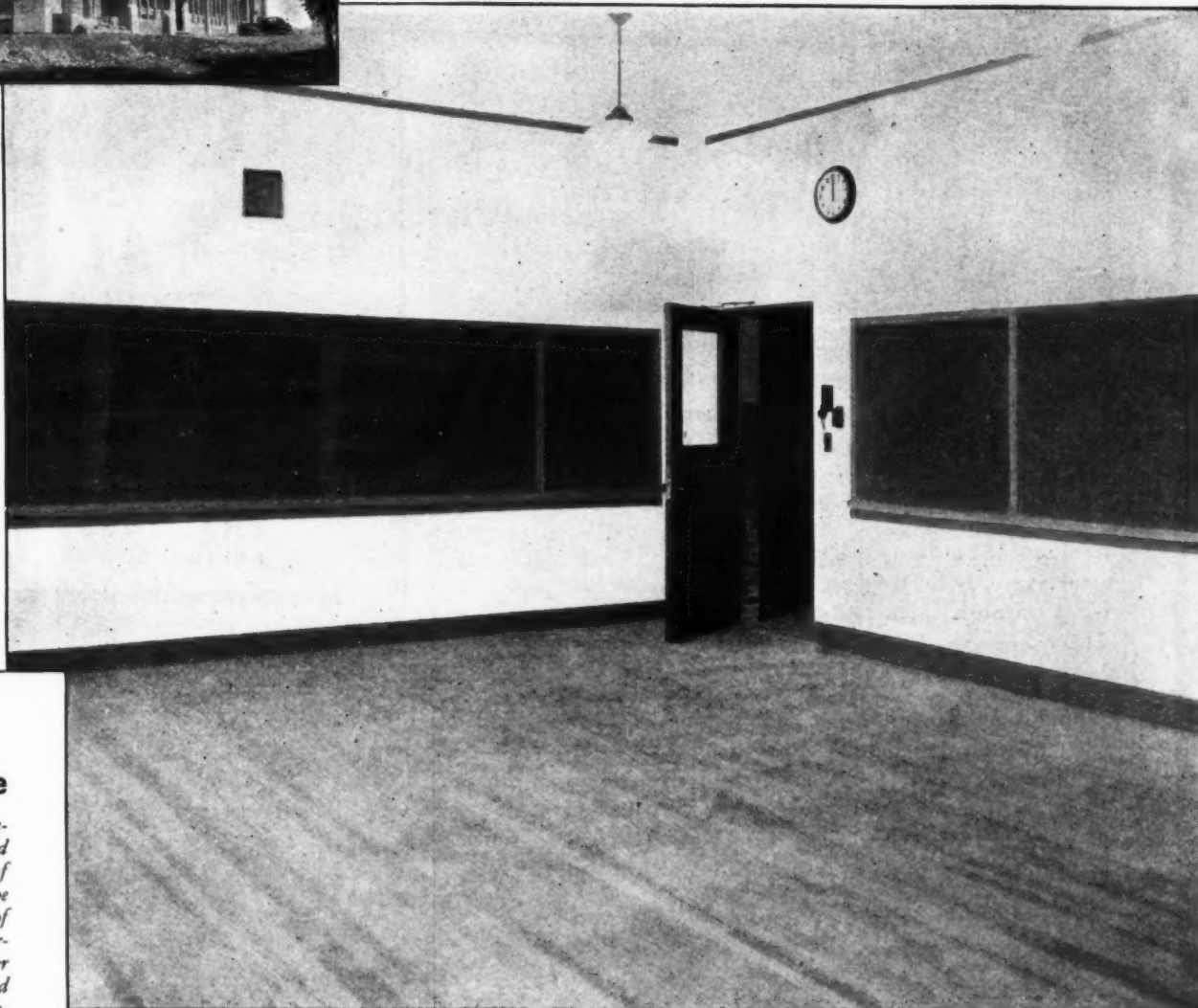
## that it pays to specify MFMA\*



NORTHERN HARD MAPLE was used in the classroom and gymnasium floors of the Tupper Lake Central High School (shown before landscaping) designed by Robert R. Graham, Architect, Middletown, New York.



Classroom floor in Tupper Lake Central High School—of warm, dry, resilient, lastingly smooth Northern Hard Maple.



### The PLUS VALUE in MFMA Hard Maple

Members of the Maple Flooring Manufacturers Association have contributed many thousands of dollars and years of work to standardize and improve the manufacture and grade uniformity of Northern Maple, Beech, and Birch flooring. The following manufacturers offer the advantages of MFMA trade and grade marking and grade supervision. Specify **MFMA** on the flooring you use.

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Brown Dimension Co. Manistique, Mich.  
Bruce, E. L. Company Memphis, Tenn.  
(Mill at Reed City, Mich.)  
Connor Lumber & Land Co., Laona, Wis.  
(Sales Office, Marshfield, Wis.)  
Cummer-Diggins Co. Cadillac, Mich.  
Farin Lumber Co., M. B., Cincinnati, O.  
Holt Hardwood Co. Oconto, Wis.  
Kerry & Hanson Flooring Co. Grayling, Mich.  
Kneeland-Bigelow Co. Bay City, Mich.  
North Branch Flooring Co., Chicago, Ill.  
Northwestern Cooperage & Lumber Co. Gladstone, Mich.  
Oval Wood Dish Corp. Tupper Lake, N. Y.  
Robbins Flooring Co. Rhinelander, Wis.  
Sawyer Goodman Co. Marinette, Wis.  
Stephenson Company, I. Wells, Mich.  
Wells, J. W., Lumber Co. Menominee, Mich.  
Wisconsin Land & Lbr. Co. Hermansville, Mich.  
Yawkey-Bissell Lumber Co. White Lake, Wis.

See our catalog data in Sweet's, Sec. 15/53. Our service and research department will gladly assist you with your flooring problems. Write us.

### MAPLE FLOORING MANUFACTURERS ASSOCIATION

1780 McCormick Building  
Chicago, Illinois

"WE have found," says Robert R. Graham, Architect, "that maple flooring manufactured by the Maple Flooring Association mills is of the very highest standard. On a number of projects in the past where we did *not* specify MFMA Maple flooring, the quality of the material was questionable and the material generally was of a softer type of wood and of a decidedly different color, even though the grading rule was the same."

When *your* architect includes the letters MFMA\* in his specification of Hard Maple flooring, remember that he is doing so to insure that you receive MFMA grading and all Hard Maple stock. This mark on the wood certifies a full measure of Hard Maple's remarkable qualities for service, sanitation, appearance and economy, all of which have been proved

in thousands of schools for many generations.

Mr. Graham goes on to say: "Maple flooring for classrooms is really standard practice now as far as New York State is concerned, although there are some deviations occasionally. Over a period of years, *there is no question but that Hard Maple Flooring will prove to be less expensive than any substitute.*"

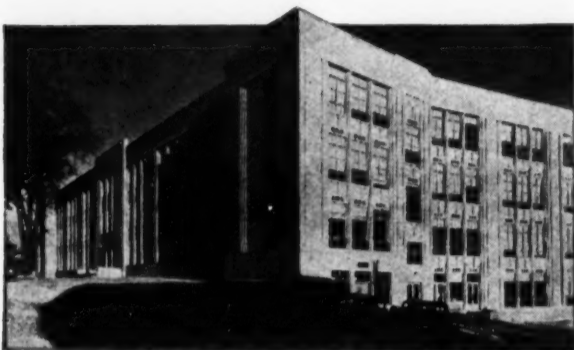
Hard Maple may be laid in strips or blocks. Good service finishes are available—especially adapted to classroom floors. Look for the MFMA\* trade mark on the flooring you buy.

## Floor with Maple

\*The letters **MFMA** on Maple, Beech or Birch Flooring signify that the flooring is standardized and guaranteed by the Maple Flooring Manufacturers Association, whose members must attain and maintain the highest standards of manufacture and adhere to manufacturing and grading rules which economically conserve these remarkable woods. This trade-mark is for your protection. Look for it on the flooring you use. **MFMA**



# ADD Jamestown High TO THE LIST



Architects: Beck & Tinkham, Jamestown, N. Y. Consulting Engineer: P. B. Fleming, Cleveland, Ohio. Heating Contractors: Chatfield & Sharp, Inc., Jamestown, N. Y.

Jamestown High School, Jamestown, N. Y. . . . 2300 students capacity . . . another one of the many new schools in which Sturtevant DeLuxe Unit Ventilators have been installed.

Cabinets of modern design are made of furniture steel . . . richly finished in Duco. The trim is lustrous stainless steel. The equipment throughout, with exception of controls, is of Sturtevant manufacture . . . assuring undivided responsibility.

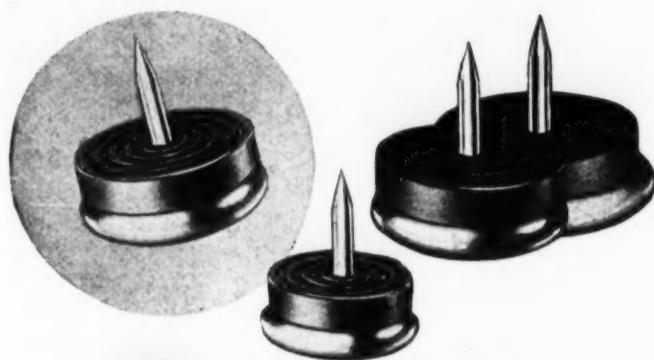
School officials, architects and engineers have been quick to recognize the outstanding combination of sound engineering and eye-appeal found in these new Sturtevant Unit Ventilators. As a result, our shops are humming day and night . . . to fill the mounting list of orders.

Architects: You will find our complete unit ventilator catalog in the 1936 Sweet's Catalog File, Section 26, Catalog 16.



B. F. Sturtevant Co., Hyde Park, Boston, Mass.  
Branches in 40 principal cities  
B. F. Sturtevant Co. of Canada—Galt, Toronto, Montreal

**THE NEW  
UNIT VENTILATOR**  
**by Sturtevant**  
REG. U. S. PAT. OFF.



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Rubber Cushion

### SLIDES

For Chairs and Tables

**End Noise • Slide Easily • Protect Floors**

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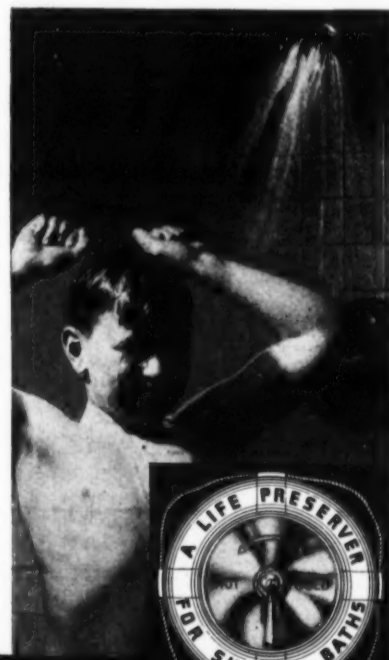
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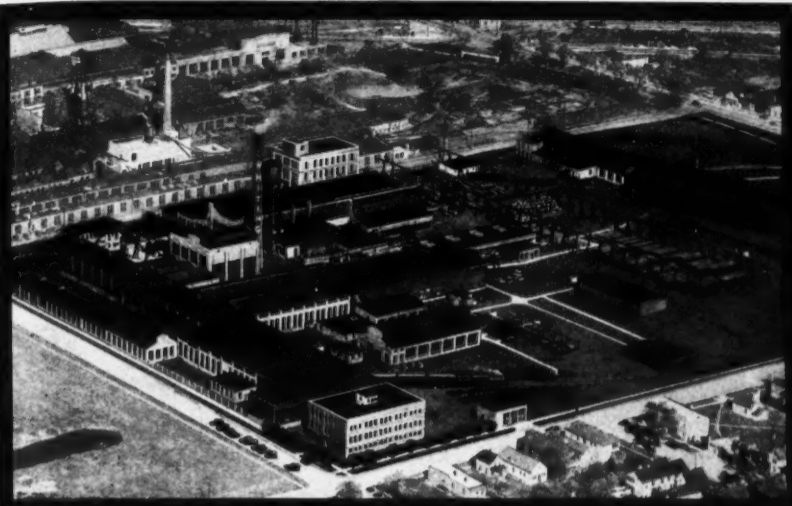
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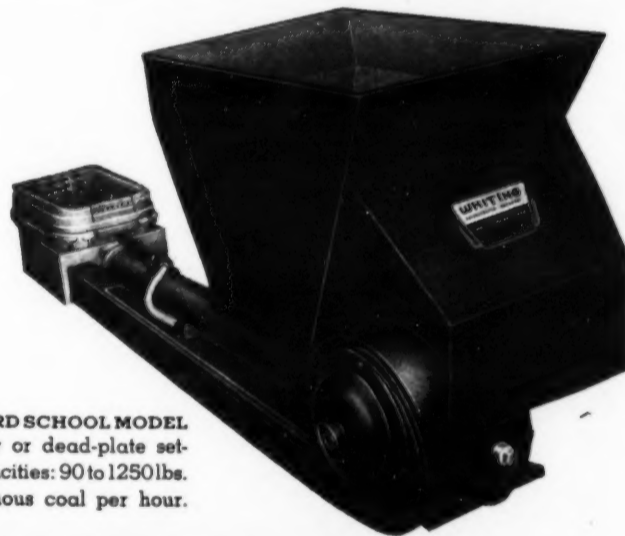
(Names and Addresses upon request)

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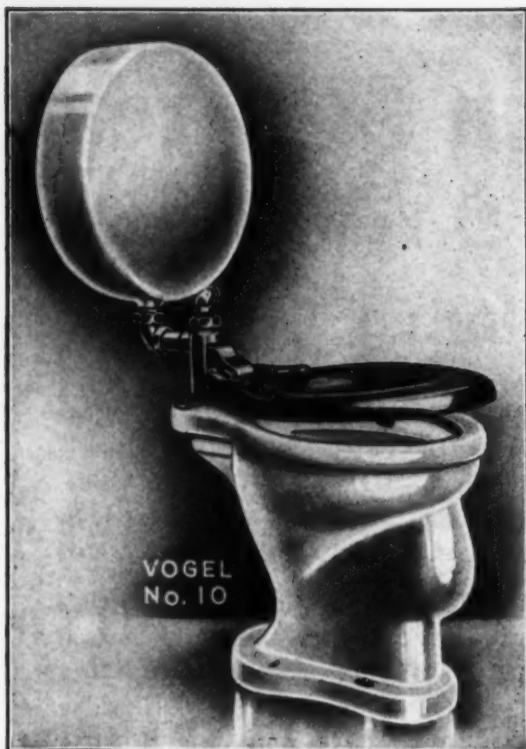
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Vogel Number Ten — The durable, economical seat action closer, for installation in schools, institutions, comfort stations and public and semi-public places.

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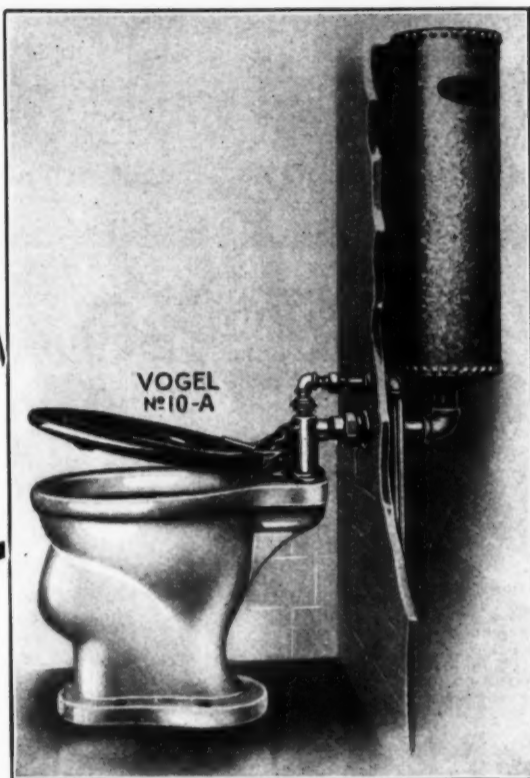
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**VOGEL** PATENTED **Products** •



Vogel Number Ten-A with the same valve and same features as the Number Ten. The only difference is that the Number Ten-A has the tank concealed behind wall.

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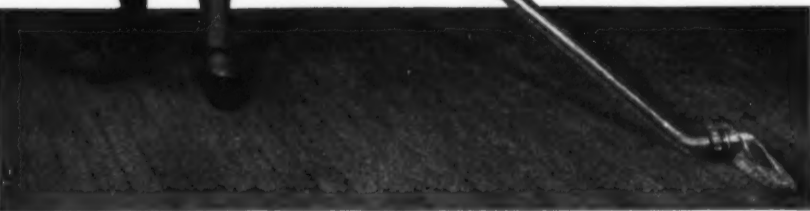


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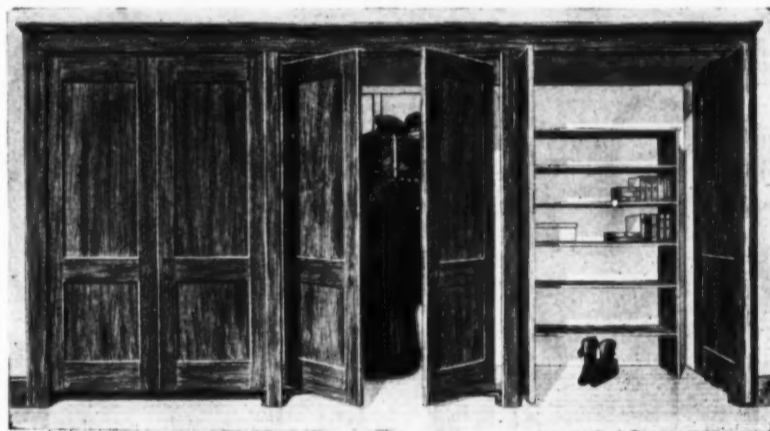
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WARDROBE

Class X

equipped with either "Jamb" type (as illustrated) or "Floor" type hinges. This is Class P wardrobe if made with flush doors.

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LIPS CAN NOT TOUCH THE R-S NOZZLE



**SANITARY  
FOUNTAINS**



Fig. No. 53

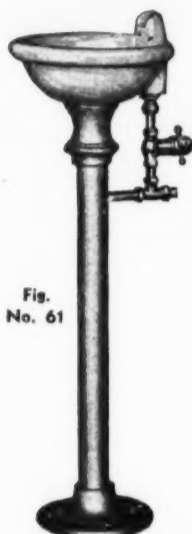


Fig.  
No. 61



Fig. No. 51

There are many different types and styles of Wall and Pedestal Fountains described in our catalog. Write for your copy.

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**School Boards Have Voted**

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New York Milwaukee Chicago



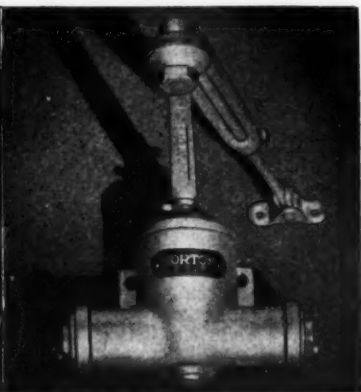
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Modernized or new structures—schools, hospitals, stores, offices, public buildings or homes may be made beautiful and modernly efficient but if the doors slam or jerk, the whole effect has received a disagreeable and jarring discord. Demand modern, completely controlled doors. Norton Door Closers are positive—control doors all the way and, because they are leakproof, they can be correctly lubricated.

WRITE FOR THE NORTON CATALOG

## NORTON DOOR CLOSER

CORRECT LUBRICATION  
With Mineral Oil  
LEAKPROOF



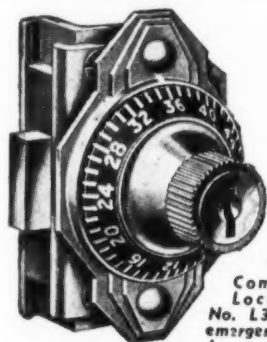
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DOOR CLOSERS FOR ALL TYPES OF DOORS



YALE  
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Locker Lock  
No. L3374 with  
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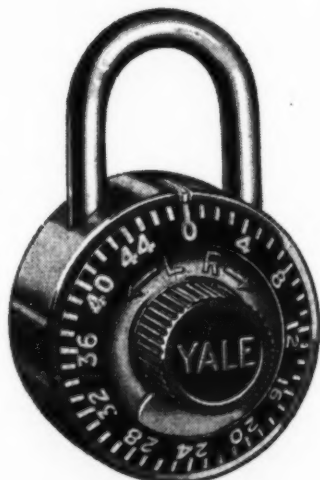
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## TO SCHOOLS

OUR years of experience in protecting all types of locker systems is at the service of school executives. We invite you to write us your problems and requirements and we will gladly submit detailed recommendations and estimates.

In meeting your Fall requirements, to insure the greatest security PLUS efficient operation and supervision, specify YALE LOCKER LOCKS.

THE YALE & TOWNE MFG. CO.  
STAMFORD, CONN. U. S. A.



YALE  
Combination Padlock  
No. 579. (No. 589 has  
emergency control  
key.)

WITHOUT CORRESPONDINGLY

INCREASED SPACE

## LARGER SCHOOL PLANT CAPACITY

To meet this Fall's requirements, call in a Lyon representative—Let him point out changes that can be made to give lockers to more pupils without taking up more space.



Lyon Gym Locker. Six pupils use this one unit. Attendants services not required.

The complete Lyon Locker line includes 11 standard types. A change from one type to another can often double the number of individual lockers in the same floor space. Or, the Lyon representative will suggest other space arrangements and explains the advanced construction features which have won leadership for Lyon Lockers.

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An extra supply of Lyon Steel Folding Chairs will prove its worth a dozen times next Fall. While comfort and safety have won them preference for auditorium seating they are equally successful as auxiliary chairs wherever an overflow class may be held—in library, lab or lecture room. When not in use they fold and stack with greatest space economy.

Many such space saving ideas can be developed from the Lyon Catalog. Send the coupon to assist in Fall plans.



Combined Stationery and Wardrobe Cabinet

LYON METAL PRODUCTS, Incorporated  
1508 River Street  
AURORA, ILL.

Lyon Chair styles range from flat seats and straight backs to upholstered and curved seats, padded backs and comfortably located arms.

## LYON Service

SCHOOL EQUIPMENT

LYON METAL PRODUCTS, INCORPORATED, Aurora, Ill.

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Please send data on—

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School Connection \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

# KNOCK NOT

No superintendent would condescend to "knock" another superintendent who might be in competition for a desirable position.

His sole objective is to sell his own services.

He has a past record of achievement to sell for which he needs make no apology.

The more quality-minded the Board of Education, the better opportunity he has to sell that service.

The ethical standards of school executives are high.

The writer recalls that some years ago a certain type of sales representative made it a practice when calling on a superintendent to disparage some fellow superintendent's record in the State, because said superintendent was thought to be unfriendly to his company. It was not long before this practice was completely eradicated through the loyalty of superintendents to their fellow co-workers.

The practice has now become passe.

Beware of the salesman who spends his time criticising his competitor or his competitor's product.

There is a basis for suspicion that he may be hoping to divert the attention of the buyer from similar shortcomings in his own company, or his company's product.

Such a selling policy assumes the mistaken notion that the buyer is more interested in personalities than products.

It likewise assumes that the buyer is incapable of appraising a product when the salesman feels called upon to "knock" that product. Neither condition prevails.

It is human nature to feel more kindly toward a competitor or a competitive product when the latter has no friend in court. In that respect, "every knock is a boost."

This does not preclude the stressing of comparable values in products by salesman. It is conceivable that all products might be good, some better, and a few the best. That is positive selling.

Beware of the salesman with the negative attitude—the one who feels called upon to "knock".

It is not good salesmanship.

It is neither encouraged nor condoned by responsible concerns.

They have taken the "KNOCK" out of selling.



**NATIONAL SCHOOL SUPPLIES AND  
EQUIPMENT ASSOCIATION**

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CHICAGO

*American speeches arranged for study by American students*

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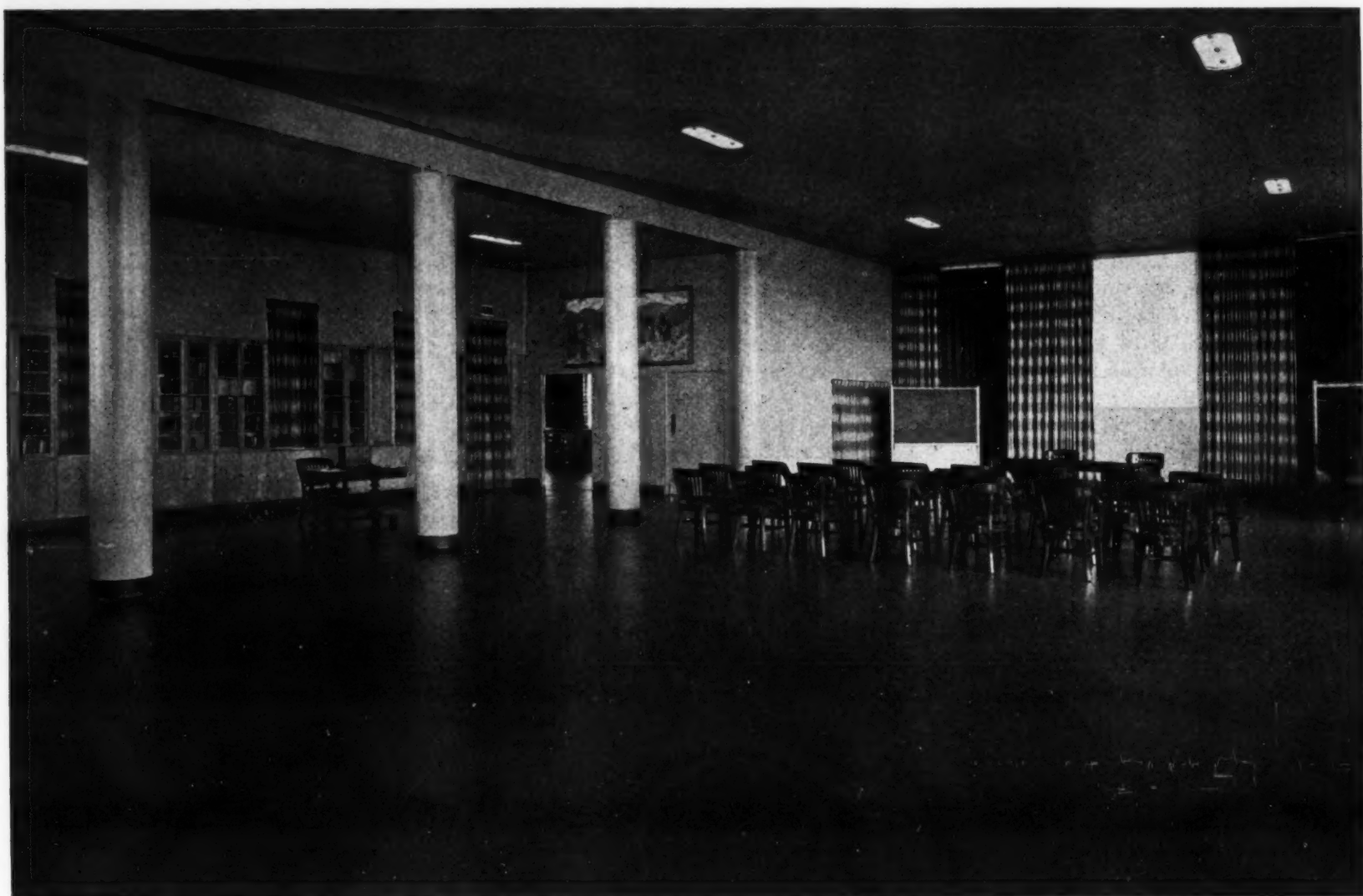
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# THE AMERICAN School Board Journal

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## TABLE OF CONTENTS

Cover: Front Entrance, Gardena High School, Gardena, California	
Cartoon: When Executive Sessions Are Warranted!..... <i>John Knott</i>	13
The School Budget and Principles of Budget Making..... <i>John H. Holst</i>	14
Guiding Principles in Salary Policy Formulation..... <i>Henry A. Cross</i>	15
Children's Play Areas..... <i>William P. Uhler, Jr.</i>	16
Mass Teaching vs. Individual Instruction..... <i>D. H. Martin and J. Howard Cheuvront</i>	18
What Services May Be Expected from a Good School Librarian?..... <i>C. W. Dickinson, Jr.</i>	19
Eight Times Around the World in One Month, <i>Leonard C. Murray</i>	21
New Doctrine for Monroe—XX, <i>Brooke W. Hills</i>	23
School-Board Members Who Are Making Educational History in American Cities .....	26
Practical Business Administration for the Small School System..... <i>J. Elliot Wood</i>	27
The Calendar as an Aid to Administration, <i>Howard G. Spalding</i>	29
Social and Civic Composition of South Dakota Boards of Education..... <i>J. W. Jones</i>	30
The Functional Concept of School Architecture, <i>Wallace K. Harrison</i>	31
The Care of Blackboards, <i>Horace A. Frommelt</i>	32
A California Rural School (Grant Union High School, near North Sacramento, Calif.), <i>F. Leland Elam</i>	33
Bettering School Service by Building Enlargement (Georgetown Elementary School, Georgetown, Del.), <i>Richard Barnes Kennan</i>	35
Modern Building for a Modern School (West Scranton Junior High School, Scranton, Pa.) .....	37
The Refinishing of Old Wood Floors in Schools, <i>L. O. Adams</i>	40
Adequate Compensation for Advancing Teacher Welfare, <i>William C. Carr</i>	41
The N.E.A. Convention in Portland.....	44
Significant Convention Abstracts.....	44
Recent School Decisions, <i>Patrick J. Smith</i>	49

## EDITORIALS:

Local Patriotism and School Administration.....	42
The Advantage of Nonpartisan School Boards.....	42
Reflecting School-Board Policies and Practices.....	42
Shall the School Superintendency Be Given Permanent Tenure?.....	43
Life-Career Service in School Administration.....	43
Vexatious School-Administrative Tasks.....	43
School Law .....	49
School Administration Notes.....	50
School Building News.....	55
Teachers' Salaries .....	56
School-Board News .....	61
Personal News of School Officials.....	62
Personal News of Superintendents.....	62
Book News .....	64
After the Meeting.....	74
Buyers' News .....	74

## PRICE AND QUALITY IN PWA SCHOOL EQUIPMENT

School authorities who have sought to avail themselves of federal aid in the purchase of school equipment have met with difficulties and delays in obtaining wholly satisfactory articles. The obstacles have arisen out of the failure of the schoolmen themselves to make clear in their specifications all of the pedagogic, hygienic, administrative, and economic requirements involved in needed articles. Under the law and the regulations set up for PWA, the government engineers have been obliged to insist that the specifications once set up by the local school authorities be followed rather rigidly, and have insisted that the lowest responsible bidders be given the contracts. They have been unable to allow for that judgment in selecting from among contractors or goods submitted, the firm or the article which would achieve the greatest educational serviceability and ultimate economy.

School authorities interpret quality in school equipment in the light of adaptability to the exact educational purpose in hand. In addition, hygienic and safety considerations, flexibility under changing programs, adaptability to prevailing class organization and instructional method, standardization of design and finish, strength and long wear—these and other technical considerations are foremost in the minds of schoolmen and determine the quality, as well as the efficient economy which they demand in equipment. An article entirely acceptable to City A may be wholly unsuited and even wasteful in City B; it may be ideal for one type of school and ruinous to instruction in another type of school. Certain manufacturers of furniture and equipment have met these special demands of educators by extensive specialized research conducted at large expense through many years. Developments and refinements can be found in their products which are of great importance for the effective educational process and the educational welfare as well as the health and safety of children. It may be difficult to define the advantages of these articles in a specification or to make them clear to a layman.

The policy of the government has been to see that every dollar is wisely expended. This policy has been expressed through rigid specifications based almost entirely upon the desires of local school authorities. To insure impartiality, the PWA further requires that the specification permit of bidding without advantage to at least three competitors and that the reward shall be made without recourse to the lowest possible bidder who complies with these specifications. The ultimate educational utility is not considered beyond the specification even though these do not fully cover the situation.

Obviously any sound and justifiable procedure in selecting educational equipment cannot be identical with that used in selecting staple commodities or ordinary building material. It should rather be that which is used in selecting technical equipment for specialized types of institutions, and should place educational equipment and furniture on the same high professional plane as that used in selecting textbooks, reference works, and maps in which the determination of relative values is based upon functioning in the special uses for which these articles are intended. These values cannot be judged except by specialized experience and expert opinion.

It remains for boards of education and other school authorities to make perfectly clear the ultimate economy of educational service which they expect from school equipment. It remains, too, for the government authorities to grant greater flexibility of action to their representative engineers and local directors so that their judgment and that of the school authorities will be joined in selecting school equipment that will be most satisfactory for educational results.

—The Editor.

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The contents of this issue are listed in the *Education Index*, Member, Audit Bureau of Circulation and Associated Business Papers.

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# THE AMERICAN School Board Journal

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WHEN EXECUTIVE SESSIONS ARE WARRANTED!

# The School Budget and Principles of Budget Making

John H. Holst

A budget is a systematized statement of the expected income and currently available resources, and of the planned expenditures for a stated time, of an individual or of a co-operating civic group. An individual may budget his resources of time, physical strength, and intellect to be expended on his various activities and interests, or he may make a limited or partial budget of such resources and expenditures. Under the term budget as limited to the financial sense, he may assign his income by sums or percentages to various designated interests. A co-operating group in the form of a private association or a civic unit may employ the same procedures in corresponding ways. Any budget which does not comprehend the whole income and expenditures is likely to be ill-proportioned and otherwise faulty.

A budget, when properly made and administered, is a most effective instrument. It provides authority, places definite responsibility, emphasizes relative values, organizes procedures, and promotes constructive administration. The preparation of a budget requires a knowledge of the sources and amounts of resources and income. Individuals and civic bodies are prone to neglect such knowledge and to allow their desires to outrun their abilities to pay. The individual on a hundred-dollar salary may buy an automobile at fifty dollars a month, pay sixty dollars a month for an apartment, and trust to luck to support his family and pay his taxes on the debit balance. But with all the legal safeguards provided, there are school districts, cities, counties, and states which seem to have about the same amount of financial acumen.

A sound budget cannot be prepared, presented, and administered except under an honest and intelligent administration, nor can such an administrative organization function without an honest budget. The principles which govern budgetmaking are identical with, or complementary to, the principles which govern scientific administration. Much administration is merely policy and politics in the worst sense, with no attempt to adhere to principles. A budget under such conditions is a farce. The public-school system has a greater per cent of capable and trained administrators than any other large governmental group, but even here the less capable and the insufficiently trained are in the majority. Is it reasonable that it requires at least four years above the high school to train a lawyer or a farmer or a teacher, while outside of the public-school system any ambitious aspirant who is socially agreeable, has no speech impediment, and has managed to attract attention, may be acclaimed a born administrator, and elected to a position where he can determine the destinies of others and use or misuse public funds without direct accountability?

The careful budgeting of resources tends to reveal their amount and value. The individual who stops to canvass his resources usually finds them to be either greater or less than he had supposed them to be, and so it happens to a civic unit. There can be no intelligent or economical use of resources until their amounts and limits are comprehended. Therefore, the preparation and use of a budget leads to economy of effort and funds, because the attempted division of limited support among less limited interests, requires a consideration of relative values. Sources of waste are seen in time for the saving to be applied to that which

brings the more valuable returns, since there must be a continual justification of expenditures within the limit of resources.

## Evils of Special Mill Taxes

The current resources of a civic unit must be pooled for budgetary purposes if the budget is to have coherence and is to definitely place executive authority and responsibility. Specific laws which segregate the income from certain sources and allot it more or less permanently to particular uses, tend to "freeze" assets and to build up bureaucracies and states within states, as to civic prerogatives. A university-millage tax, a gasoline tax for good roads, a metal-mines tax for something else, and so on, may appear to be good things, and probably are, under our present system of nonexpert administration, but they use up tax sources until we shall ultimately find ourselves without ability to pay for other enterprises which, as we progress, may appear as highly justified as these do now. Also, when certain civic enterprises are made independent they are at the same time relieved in large measure from accountability both for expenditures and for returns. In such cases the permanent allotment of income may be more abundant than was originally anticipated, or the financial requirements, in comparison with other important activities, may diminish, yet there will be a continued attempt by the interests so vested to hold to, and to use up, the decreed allotment. Think of the dilemma of an executive pledged to economy and a wise use of public funds, when he finds the chief current resources already apportioned, and those remaining, inadequate to the needs of other absolutely necessary activities. Even an expert budget commission and director would be powerless under such circumstances.

The preparation of a sound budget requires that the relative values of activities claiming support shall be considered, not once for all, but at each budgetmaking period. The relative value of a thing which becomes customary or traditional is very likely to escape notice; so is that of something new which happens to receive popular acclaim. On careful investigation the superintendent of schools may find that some subject or activity is receiving support out of all proportion to its returns, or he may find that others are receiving comparatively inadequate support. It would not be difficult to find, in state institutions of higher learning, office space not only out of all proportion to administrative needs, but also out of proportion to class and other space needs. One department may have private toilets as large as the total office space assigned to another. There are departments which claim an undue amount of support, not because of any exceptional demand for their products, but because they have vested interests and traditional assumptions which must be fed. Much of the allowance to such departments is wasted, because students may be required to take the work for the sake of the department, and in order that it may continue to claim support, rather than for any values the work may have for the students, in comparison with that which they could get from other subjects which they might elect. Other activities may hide behind the financial skirts of justified activities, or attempt to slip from under the budget into a special treasury. There should be periodic evaluation of all activities in all of their rela-

tions, and an attempt to adjust support to the value of expected and actual returns, but this process will never become general until we have sound state budget laws and expert budget commissions and budget directors.

A budget which provides oversupport for certain enterprises, however valuable they may be, is as faulty as one which fails to provide adequately, because oversupport, even though it does not rob others, at least encourages waste and inefficiency. "Come easy, go easy," applies here as well as to the average private individual in the use of his funds.

## Avoidance of Duplication

A true budget will tend to eliminate unnecessary duplication and overlapping, because it requires an investigation of the justification of each unit of activity. It requires an administrative organization which definitely places and checks responsibility, in place of an agglomeration of bureaucracies with resulting administrative chaos wherein definite responsibility is as hard to find as the proverbial flea. When Frank Lowden was governor of Illinois, he carried through a reorganization of the state government, consolidating 125 administrative bodies into nine executive heads. Since the passage of the federal budget law there have been continual efforts to reorganize the Federal Government, but there must be reorganization under budgeting principles from the ground up. Overlapping and duplicating of activities may be justifiable, but it would not be difficult to show that we have the unnecessary form in many instances in the state and in or between institutions and educational units. It has been shown that the Federal Government has distributed what should be the department of education among more than eighty other departments and bureaus. States practice the same policy in education and other enterprises to the confusion of budgeting procedures.

The budget should be an administrative means, not an end in itself. This principle applies to all administration, as well as to institutions which may be organized for specific or general purposes, and even to the state itself. When more land is purchased and more buildings are erected than a city or an institution needs, it is being regarded as an end, to which people are sacrificed as they were when Pharaoh's slaves built the pyramids. School districts have been known to bond the people to build expensive structures, some of which they were then compelled to close because of the administrative costs, while the people were paying interest on bonds for idle buildings. But that indicates more financial sense than is shown by a state which builds beyond its needs and then continues to pay, not only the interest which it must pay, but also for the increased cost of administration cut to fit the buildings rather than actual needs.

The budget should be planned with sufficient insurance against emergencies. That is not a sound budget which can be thrown out of order by any one of a number of possible emergencies, nor is it any better if it provide a big reserve which may later be distributed to activities which have taken a chance. The provision for amendment similar to that by which the original budget was prepared and adopted seems to be the best and most economical insurance.

The budget should represent an honest effort to determine income and to apportion it according to accepted principles. The padded budget is a lie. So-called school budgets have been padded with the expectation that they would be cut. This more often occurs when more than one budget is competing for the available funds, and that is one reason why the budget should be inclusive of all the ac-

(Concluded on Page 68)

# Guiding Principles in Salary Policy Formulation

Henry A. Cross<sup>1</sup>

In formulating salary provisions, certain guides are necessary. Without them it is difficult for one to know where he is going. With them, although the end is not clearly in sight, the various stages of the journey are seen in better perspective; unnecessary steps are eliminated as are items which do not fit; selection of appropriate factors is made easier and the organization of these factors is much more quickly accomplished; much inertia is overcome and the work proceeds with the technique of evaluation constantly operating to bring about the inclusion or exclusion of those factors which are respectively desirable and appropriate or undesirable and inappropriate.

A survey of the literature concerning salary schedules, salary studies, and salary policies reveals a confusion in terminology when such items as principles, standards, criteria, objectives, purposes, assumptions, and aims are considered. Some of the literature refers to certain factors as purposes which in another article may be referred to as principles or criteria. In a given work in which a list of criteria, a list of objectives, and a list of principles appear separately, the same factor may occur in each.

In order to obviate such difficulties as might arise in classifying factors which are necessary or helpful in guiding the formulation of salary provisions, it is desirable to take all such factors and resolve them into one comprehensive classification. These may well be referred to as guiding principles; especially so, if one interprets the word *principle* as meaning that which is held as vital or essential in any system or chain of reasoning.

Proceeding in this fashion, and since the whole work of formulation is premised on certain assumptions, the first grouping which suggests itself may well be referred to as "fundamental assumptions." Without these assumptions well in mind, too much or too little may be taken for granted. With them stated as clearly and comprehensively as possible before the undertaking of the formulation of salary provisions, definite guidance of a fundamental nature will obtain.

The second grouping of principles may well be made according to qualifications which the provisions should meet and may be referred to as "qualifying principles." These include such items as: "certain attributes should prevail in the salary provisions," and "the provisions should keep within certain limitations."

Other groupings logically follow, such as principles relating to purposes which the salary provisions should fulfill, principles relating to content, principles relating to making the policy operative, and principles relating to change in the salary policy.

In formulating the Inglewood Salary policy<sup>2</sup> all of these principles were classified into the following outline which provided a minimum of overlapping, a nicety of shading, and a resolution of dualities. So fashioned, the principles made possible clear thinking and provided a maximum of guidance and exactness in formulation.

## A. Fundamental Assumptions

1. It is possible and desirable to set up an equitable policy for the determination of teachers' salaries in the city schools.
2. Such a policy will be of value to the city, to the city schools, to the teachers of the city

schools, and — the consideration of greatest importance — to children who attend the city schools.

3. Teachers in the city schools are entitled to a salary commensurate with their position in society and with the demands which their position makes upon them.

4. Teachers vary in their ability to teach and their salaries should vary accordingly.

5. The approval of a majority of the teachers in the city schools is reasonable evidence that the policy so approved should be presented to the superintendent of the city schools as representing the will of the teachers of the city schools.

6. The policy, after it has been presented to the superintendent of schools and after it has been approved, shall be recommended by the superintendent to the board of education of the city schools for adoption.

7. The policy once adopted shall, since it represents the will of the teaching group, be modified only after due consideration has been given to the will of the teaching group relative to the proposed modifications.

8. Economic conditions fluctuate and the ability of the school district to pay the salaries of teachers varies with these conditions.

## B. Qualifying Principles

1. Certain attributes should characterize the salary provisions.

- a) They should be uniform.
- b) They should not discriminate unfairly between the teachers.
- c) They should be reasonable, fair, and equitable.

2. The provisions should keep within certain limitations.

- a) They should conform to legal requirements.
- b) They should not require an amount of money in excess of the ability of the district to pay.
- c) They should not be recommended to the superintendent for adoption without first having been approved by a large majority of the teachers involved.

3. The provisions should be consistent with educational trends.

- a) They should satisfy progressive educational trends.
- b) They should make possible improvements of the educational program of the city schools.

4. The provisions should be consistent with the economic and social order.

- a) They should recognize that there are levels of living.
- b) They should recognize that there is a desirable minimum salary without which teachers cannot fulfill the responsibilities of their position.
- c) They should recognize the fact that, even within a given level, there are differences in ability among people and that these differences determine differences in salaries.

## C. Principles Relating to Purposes Which the Salary Provisions Should Fulfill

1. The salary provisions should make possible the personal improvement of teachers by:

- a) Developing a feeling of security.
- b) Diverting effort, time, and thought often spent unnecessarily on matters of salary into channels of teaching.

c) Contributing to the mental poise necessary to good teaching.

d) Enabling the teacher to make long-range budgeting.

e) Stimulating the teacher to professional training while in service.

f) Rewarding the teacher for effort expended in training.

2. The salary provisions should provide for the improvement of the selection and maintenance of personnel by:

- a) Attracting good teachers.
- b) Reducing teacher turnover.

3. The salary provisions should provide for the improvement of personnel relations by:

- a) Introducing an impersonal aura among the personnel.

b) Stimulating an improved *esprit de corps*.

c) Injecting a feeling of just treatment in matters pertaining to salary.

d) Creating agreement of thought in relation to salary provisions.

e) Effecting approval among the personnel of salary provisions.

f) Eliminating needless conflict between teachers arising from salary matters.

g) Reducing extra school interference in the determination of salaries to a minimum.

4. The salary provisions should provide for the improvement of the services which the board of education can render by:

- a) Enabling it to determine easily the percentage of the budget which should be set aside for teachers' salaries.

b) Enabling it to determine more readily the total amount of the budget.

c) Enabling it to stabilize the budget.

d) Removing from it the responsibility for the determination of an individual teacher's salary.

e) Promoting a feeling among the teachers of confidence in the board of education.

f) Making it possible for the new board of education to show and explain the salary situation in the city schools to the public and to show that salary determinations are impersonally made and carried out.

5. The provisions should provide for the improvement of relations between school and community by:

- a) Promoting a reciprocal feeling of confidence and fair dealing.

b) Developing in the public a feeling that the teachers are properly paid and consequently bound and ready to give forth their best efforts.

c) Removing barriers to co-operation that might exist because of attitudes developing out of inequitable salaries.

d) Making salary provisions an open book to the public.

e) Developing a feeling among the community that their representatives, the board of education, are dealing fairly with their public servants, the teachers.

## D. Principles Relating to Content

1. The salary provisions should utilize certain bases in the determination of teachers' salaries.

a) They should involve bases which are recognized as theoretically sound and practicable such as:

- (1) Experience.
- (2) Training.
- (3) Merit.
- (4) Cost-of-living indices.

<sup>1</sup>Teacher, Inglewood City Public Schools, Inglewood, California.

<sup>2</sup>See November, 1935, and February, 1936, issue of the SCHOOL BOARD JOURNAL.

- (5) Differences in services.
- (6) Differences in sex.
- (7) Differences in positions.
- b) They should provide an equitable weighting of the bases used.
- c) They should provide a scheme or plan whereby these bases may operate to determine teachers' salaries.
- d) They should provide for training equivalents and their utilization.
2. The provisions should provide necessary standards.
  - a) They should employ standards for all bases used.
  - b) They should determine standards to be used as far as it is possible for them to do so.
  - c) They should recommend the determination of such standards as are needed but which they cannot establish.
3. The provisions should provide for the establishment and operation of the salary-provisions procedures.
  - a) There should be a plan of procedure for the formulation of the salary provisions.
  - b) For all provisions requiring procedure of some sort, simple, definite, and clearly stated statements should be provided.
  - c) Such procedures as cannot be established should be recommended in general form.
  - d) Procedure should conform to the law of parsimony.
4. There should be provisions for every factor which has a bearing on teachers' salaries.
5. The provisions should take into account such adjustments as are equitable or necessary to make them operative.
6. The provisions should be presented in

clear, concise, simple, grammatical, orderly, and unambiguous fashion.

7. Authority and practice recognized as good should be considered in determining content.

#### E. Principles Relating to Making the Provisions Operative

1. Teachers and other interested parties should be kept continuously informed of the work and progress of the committee.
2. The provisions should be approved by the teachers for whom they are made.
  - a) Provisions should be made only for teachers who have representation.
  - b) Only teachers who are represented should have a voice in their approval or disapproval.
  - c) The provisions should not be considered as meeting the approval of the teachers unless a large majority of them approve them.
  - d) Any vote for approval should be by secret ballot.
3. Provisions should be recommended to the superintendent for adoption if and immediately after they have been approved by the teachers.
  - a) The recommendation should include:
    - (1) A statement of petition for adoption.
    - (2) Reasons why the provisions should be adopted.
    - (3) The provisions.
    - (4) A report of all work done in formulating the provisions.
    - (5) An offer of assistance of services, if needed, to bring about the adoption of the provisions as a policy.
4. Plans should be made for any service that might contribute to the acceptance of the salary provisions by the public.

#### F. Principles Relating to Change in the Salary Provisions

1. The provisions should include a statement relative to modifications of, deletions of, or additions to the salary provisions in the event of adoption.

By him who can see the formulation of a salary policy in all of its aspects before the initiation of the formulation, such an outline as appears above can readily be put down. To most workers in the field of salary policy formulation, the different facts of this finished product will appear only as work progresses in the formulation thereof. To be of most value, the classification will come from the efforts of the workers therein. Even though the classification of these cannot be seen in its entirety at the start, the sane and logical procedure is to begin the classification with the beginning of the work, filling in as the work proceeds, transposing items as occasions and desirability suggests until, near the time of the completion of the work, the classification will show up in its finished form.

It might seem that guiding principles, which are not fully comprehended until the work which these principles are designed to guide is completed, would be of little value as guides. But experience indicates the contrary. It reveals that guiding principles and work develop concurrently; that even the formal beginning of an outline of principles stimulates the formation of the pattern which continually unfolds, adjusts, and integrates itself into a completed whole; and that, at every little step reaching up toward the completed pattern, guiding principles at that level serve as a background which make possible succeeding steps.

## Children's Play Area

William P. Ubler, Jr.<sup>1</sup>

The young of the human race share with the interesting young of lesser animals in Creation certain very compelling impulses. Put a crowd of children in place where there are trees that are "climbable," slopes that are "slidable," hanging vines or ropes that are "swingable," or balanced boards that are "teeterable" and observe what happens. With a "whoop" they are at it, and no young animal could exceed their enthusiasm.

<sup>1</sup>Assistant in Physical Education, New Jersey State Department of Education.

But slidable slopes may be terraced lawns or dangerous sandbanks; climbable trees may be ornamental, or may support ripening fruit that does not take kindly to the feet of unthinking young persons; swingable vines or ropes may be unsuitable as instruments for the fulfillment of a primal urge; teeterable boards may be the building material of a construction company, may have splinters or nails, and may be far from strong for safety. Nature tells him to throw, but not *what* nor *where*; therefore the thrown object may be a stone instead of a ball,

and the place itself may be the street, for play the child will, even though no proper place has been provided for the purpose. Play he will, even though death under the wheels of some speeding car may be the result.

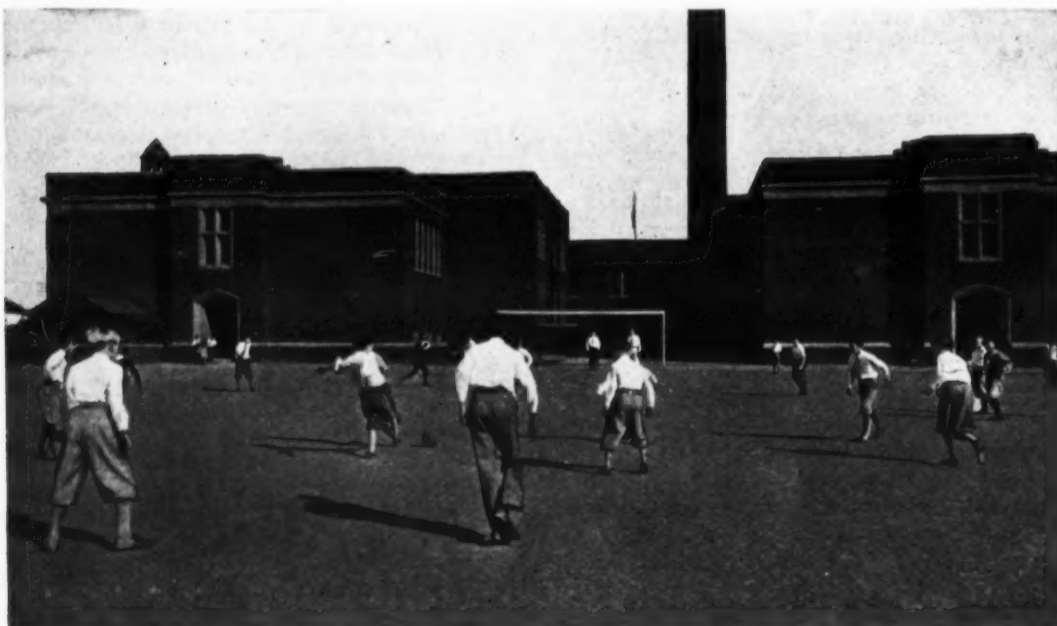
It, therefore, becomes apparent that if he is to play, there should be provided a place, safe, and large enough for the purpose, and the necessary equipment to make play possible.

But why bother to spend good money merely to provide children with a place to play, bars to climb on, swings to swing in, slides to slide on, and teeters to "teeter" on, to say nothing of sandboxes to dig in? Are there any worthwhile educational possibilities in "all this nonsense"? Or should he "get his exercise doing chores the way I did"? An analysis will throw some light upon the subject.

On the whole, health is accepted by educators as one of the primary objectives of education. The term "health" is used in this connection to mean not merely a condition of freedom from disease. It is used in the sense of complete, wholesome, dynamic living. Probably the general public, or that part which gives any thought to the matter, would agree that health is an important objective even though they might not place it before the dear old Three R's. But be that as it may, we would have few objectors to the statement that health is a fundamental essential to successful living.

#### Physical Activity a Necessity

It is a physiological axiom that normal growth and development require physical activity. Muscles must be used; tissue must be broken down and rebuilt; circulation, respiration, and elimination must be stimulated. These are well-known facts, and to repeat them



VOLLEYBALL ON A DETROIT SCHOOL PLAYGROUND

This excellent game would be impossible without ample acreage for a well-planned play program. Photograph courtesy of Playground and Recreation Association of America, New York City.

is to state truisms. However, the lack of provision to make this activity possible can be interpreted to mean one thing only, and that is that there is still much need for driving these facts home. Schools without playgrounds, schools with playgrounds that are small, ungraded, unsurfaced, and unequipped; schools constructed with no apparent recognition of the needs of children; schools that show in their planning an apathetic, unthinking complacency on the part of those responsible; these still exist and show the need for better planning. And strange as it may seem, communities that *do* have school playgrounds all too frequently make no provision for their use during after-school hours. There they lie behind locked gates while children play in the streets at the risk of their lives, and bat balls through neighborhood windows to the annoyance of householders.

But give them a place to play and the healthful activity has an opportunity for expression without the dangers which street play holds for the bodies of the children and the ruin of dispositions of the neighboring householders.

Do you doubt that active, wholesome play means health? Watch the children, note the glowing cheeks, the sparkling eyes, and the enthusiasm. Stevenson was right when he said,

Happy hearts and happy faces,  
Happy play in grassy places  
This was how in ancient ages,  
Children grew to kings and sages.

Harry, Dick, John, Bill, Margaret, Mary and Jean, are not thinking in terms of stimulated respiration and increased metabolism. They live and play for the fun of it, which is as it should be, but you and I who have reached maturity know that in their play they are building up their bodies, and are laying a foundation that will stand them in good stead in days to come. And so much for health.

#### Skill Development Desirable

What are the possibilities for skill development? And is it necessary? and desirable?

Beginning with the random movements of infants, and extending through all the gamut of human activity to the skill of a Tilden or a



PLAY IS A NATURAL AND NECESSARY ACTIVITY FOR ALL GROWING CHILDREN  
Simple apparatus helps to give direction and purpose to school play.

Bobby Jones, all achievement is based upon learned co-ordinations. From walking to playing a musical instrument, from swinging a pick to controlling an airplane, all activity depends upon nerve-muscle co-ordination acquired through countless repetitions of muscular movements. Long years of practice during the period of infancy and childhood establish through the medium of play, the bodily control essential first for survival and second for adequate living. Through play we learn to obtain satisfactions in outdoor activities which tends to take us into the open. As a result, both in the present and in later years, the great out of doors will contribute to complete living. But without skill this will not happen, for we enjoy doing those things which we do well. Here is one answer to the leisure-time problem.

Most of the troubles of the world come from the inability of people to solve their social-relationship problems. Here again, the playground has a contribution to make. The child who fre-

quently is a part of a play group is reacting to his fellows in real-life situations, and through this experience acquires the ability to adjust himself to others. In the give-and-take of the playground he learns the elements fundamental to good citizenship. And here, under adequate leadership, he acquires some of the attitudes, standards, and ideals that will contribute to his development as a desirable citizen.

#### Adequate Play Space Needed

Just as an educational program that does not include play is incomplete, so also is the school plant incomplete that is without adequate play space. There is no set standard for the size of a playground, but experience would indicate that two acres should be the minimum size, even for a small rural school. For a six- or eight-teacher school having two or three hundred pupils, four acres or more are needed. The only satisfactory way of determining the size needed is to ascertain the activities that should be conducted and to plan accordingly. It must be remembered that a baseball game takes just so much space regardless of the enrollment of the school, and that this principle holds in relation to other activities requiring areas of standard dimensions. A second element in the figuring is in relation to enrollment. Reference is made to the number of each type of court required. For example, while one regular baseball diamond is all that may be needed, there may well be the need for several tennis or volley-ball courts, and possibly a half dozen quoit courts. Then the space for playground apparatus will vary in accordance with the apparatus installed. Consideration also should be given the fact that at noon recess, and before school, the playground must serve practically the entire school population. If the grounds are large enough these periods can be made safe and enjoyable, with many children occupied in wholesome activities. If the grounds are small, no organized games can be played, and the time is spent in merely standing around. It is this inactivity that makes for the "horse-play" and "scraps" that were characteristic of the old-fashioned recess of a generation ago. With nothing particular to do, Bill pushes Jim or grabs John's hat, and the fun begins; but it is not the kind of fun that makes for good social relationships.

It is not the purpose of this article to give the details of playground construction and planning. That information is available and can be obtained from existing documents.



"RATHER A PLAYGROUND WITHOUT A SCHOOL, THAN A SCHOOL WITHOUT A PLAYGROUND"

However, some of the possibilities will be mentioned.

There should be as a minimum, a clear area for the playing of games of low organization such as are used during physical-education periods. There should be areas laid out for soft ball and volley ball. Tennis, paddle tennis, deck tennis, badminton, handball, and quoits are popular and desirable. Apparatus such as jungle-gyms, swings, teeters, slides, horizontal bars, and sandboxes provide activity interesting to youngsters. There should be an area set aside and reserved for the use of small children where they can play safely. It has been found that a low slide and low swings installed in this area are very worth while. On the whole the playground should present a picture that has a strong attraction for the children. It should be level, properly graded, and with a surface free from mud in wet weather and dust in dry weather. It should be fenced, which makes for safety. There should be drink-

ing fountains of the inclined-jet type.

What about the playgrounds of your schools? Are they planned to contribute to the health and development of the children of your community or are they inadequate, unplanned, and below a reasonable standard? Has your community met this need? If not, isn't it time that some leadership be exerted and the matter taken under advisement? Take a trip through the playgrounds in your community, and, with the needs of the children in mind, evaluate the play possibilities. Possibly there is need for action.

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## Mass Teaching vs. Individualized Instruction

D. H. Martin,<sup>1</sup> and J. Howard Cheuvront<sup>2</sup>

For several years the administrative officials and the members of the teaching staff of the Salisbury Elementary School have been dissatisfied with the formal method of instruction used. Two years ago, plans were made to revise the method of instruction, and the board of education adopted a revision suggested by the superintendent. During June and July of last year the teachers reorganized their subject matter. Superintendent, principal, and teachers met, through the month of August, to unify and complete their work. The teachers and principal were paid their regular salary. As a result of this co-operative effort, the instruction became individualized.

#### The Basis of the Plan

The adopted plan of individualized instruction was built around the principle of fostering and preserving the individuality of the student. For several years the teachers have been organizing the subject material into units, each unit specifying minimum requirements, supplementary work, and individual and group activities, the latter being worked out as projects. Assignments were made by units and each unit was presented to the class as a group, after which individual instruction and study began. Thus, the classroom became a workshop where each student or group of students, as the case demanded, worked out the assignment under the careful guidance of the teacher. After a student had finished the minimum requirements assigned in the unit, his work was checked by the teacher. It soon became apparent to the student that his teacher was very much interested in his work as an individual. Thus encouraged, students soon began to develop their assignments in keeping with their interests.

After completing the minimum requirements, each student was given an opportunity to do additional work in the form of individual or group projects on that phase of the unit that he found most interesting. While the more rapid workers were completing the supplementary work of their own choice, the slower workers were preparing their work for the teacher's approval. This plan enabled the student to develop his initiative powers and at the same time preserve his interest in the work. Also, the timid child was given more opportunity to express himself, and the possibility of making a loafer out of the more advanced student was materially reduced.

After the completion of each unit, a comprehensive check was made of the achievement of the individual student and of the class as a whole, through the use of objective-unit tests. In special cases, where the achievement of the individual did not meet the standards set by the teacher, a special study was made to determine the cause. Each student was a special case. With only a few exceptions the cause for the lack of achievement was discovered, and the situation remedied. In the future assignments and supervision by the teacher, the cause for the retarded achievement, was known and special care was taken to see that the student overcame these obstacles.

#### Home Study Eliminated

As an important part of this reorganized method of instruction, home study was eliminated, except in the case of remedial work. Home study was recommended as a last resort and only in a few cases. It was not possible in this system to carry out a controlled experiment to evaluate progress made by students taught by the supervised-study method, as compared with the progress made by those who were expected to make regular preparation at home. However, an interesting experiment carried on in Columbia, Missouri, this year (1935-36) indicates that the elimination of home study is not disadvantageous to the educational progress of the student. This experiment resulted in the following conclusion: "The results from this experiment would tend to indicate that elementary students would profit more by having supervised study than by doing homework with no supervised study."<sup>3</sup>

At the present time, there exists in the minds of leading educators, a question as to the value of formal grade cards. It is believed that formal grade cards, at their best, are only a questionable comparison of the student's standing in class, as compared with the highest ranking student. In the reorganized plan of instruction as used in Salisbury, the grade cards have been eliminated.

At the beginning of the school term, the Otis Self-Administering Test of Mental Ability was given to the students. This test was followed by the New Stanford Achievement Test, Form v. It was assumed that these tests would give a dependable measure of the student's ability and his past achievement. With these results as a

basis each teacher, by use of teacher-made objective tests, made frequent checks on the student's achievement. The comparative ranking system was used. That is, a comparison was made between the student's rank on the teacher-made objective unit test, and his rank on the Otis Test to determine his rate of progress according to his ability. The teacher used this comparison as a basis on which to inform the parents of the student's progress in school. Instead of sending out formal grade cards at regular intervals, frequent explanatory letters were sent to the parents. The parents were informed of the commendable work of the child, as well as of the unsatisfactory work (not grade), and they were told what was being done in attempting to correct this situation. Two important things were accomplished by this procedure: First, the parents were better informed as to the progress of their child and actively co-operated with the teacher to remove the obstacles. Second, this method kept the brighter students working up to their capacity so that they did not develop the bad habit of loafing.

#### Determining Academic Progress

At the conclusion of the school year, the New Stanford Achievement Test, Form w, was given and academic progress determined in terms of grade equivalent. This increase considered, with the results of the Otis Test given at the beginning of the year, and the grade equivalent as indicated by the results of Form w, were used as the basis for determining promotions and failures.

The partial results of this program of instruction are given in Table I.

TABLE I. Progress Table of Grades in Elementary School

Grade	I.Q. Range (Otis)	Av. I.Q. (Otis)	Pre-test* Av. Grade Equivalent	Final Test** Av. Grade Equivalent	Average Increase Grade Equivalent
3	101-120	110.0	3.4	4.4	1.0
4	87-138	101.7	4.0	4.9	.8
5	81-121	100.4	5.0	6.3	1.3
6	73-119	98.0	5.9	6.9	1.0
7	76-113	99.1	6.8	7.7	.9
8	91-128	103.0	9.1	10.1	.9
		Average	102.3		.99

\*New Stanford Achievement Test Form v—given September 17, 1935.

\*\*New Stanford Achievement Test Form w—given April 23, 1936.

#### Summary and Conclusions

1. The reorganized procedure of education, as used in this school, involves three changes from the conventional system in use formerly.

a) Elimination of homework.  
b) Individualized instruction and remedial work.

c) Elimination of the formal grade card.  
2. A happier attitude on the part of the student toward schoolwork is evident.

3. A spirit of competition with self has been developed, that should tend to preserve the real educational objectives.

4. The student has learned to demand and accept responsibility.

5. A closer co-operation between the student and the teacher, and between the parent and the teacher has resulted.

6. A more interested and more responsible school citizenry is being developed.

7. Failures were practically eliminated. (The number of failures was reduced over 60 per cent from last year.)

♦ Lackawanna, N. Y. The school board has adopted a budget of \$715,170 for the year 1936-37, which is an increase of \$88,132 over the year 1935. Of the total amount, \$514,770 will be raised by taxation.

<sup>1</sup>Superintendent of Schools, Salisbury, Missouri.

<sup>2</sup>Principal, Elementary School, Salisbury, Missouri.

<sup>3</sup>Rosenstengel, W. E., and Turner, Charles, "Supervised School Study vs. Home Study," AMERICAN SCHOOL BOARD JOURNAL, April, 1936, p. 42.

# What Services *May be Expected* from a Good School Librarian

C. W. Dickinson, Jr.<sup>1</sup>

The school superintendent should expect good service in a school library when the school board has employed one or more professionally trained librarians as regular members of the faculty, has provided an adequate balanced collection of good books, magazines, newspapers, and other library materials, and necessary supplies and equipment in suitable rooms in the school building, and has included an adequate appropriation for the upkeep of the library in the annual school budget.

These four items are essential in any consideration of the school library; but if I were allowed to name but a single requisite for effective school-library service, my unhesitating choice would be the school librarian, one who has a vision of the increasingly important role which the library must play in the modern progressive school and who has the personality and the professional training to make her vision a reality!

The successful school librarian needs the professional training required of both teacher and librarian. She must use tact, sympathy, initiative, patience, and much common sense to win the position of leader among the teachers. Her knowledge of the course of study and the contents of the basic textbooks must be proved to teachers by helpful suggestions as to how they may make wider use of library materials. It is most important for the librarian to secure the friendly support and co-operation of the teachers at the very beginning of the school term.

The good school librarian is a good teacher. She is a different kind of teacher who has received special training in Library Science, in addition to the regular training received by a teacher. She must help the other teachers to lead students to use the library as a laboratory. What a pity, if she fails to understand at the outset that she is a super-teacher and that her first big job is to teach the teachers how to meet pupil's needs through wider use of library materials! The ideal school librarian is a combination of enthusiastic teacher and alert professionally trained librarian.

## What About the School Librarian?

The type of school librarian just referred to should have a rank equal to or higher than the heads of other departments in the school. She collects, prepares, and directs the use of materials for all classes in the library laboratory. Her services are in constant demand by all teachers and all students. Her position should be dignified and given the rank and salary that it deserves by the local school authorities. This does not mean that she must be a walking encyclopedia, nor have authority approaching that of the school principal. It does mean that the school librarian must know where to find and how to locate information and be both ready and willing to prepare and to present it in usable form at a moment's notice.

She may know that she has more general information at her finger tips than the other teachers, but she must not let them realize that she knows it, in such a way as to cause them to feel that she knows too much. A library-minded principal may give the librarian unusual authority in an effort to develop good library service for all children; but she must not exercise it in such a manner as to give the

teachers the idea that she has too much authority.

A good example of the proper use of such authority was given 25 years ago by Virginia Randolph, a Negro rural school supervisor, in Henrico County, Virginia. In explaining her power of leadership among the people of her race, she said, "I humble myself, because I have found when you feel your position, there's where you lose your value."

Humility is a valuable trait needed by any school librarian. It is of vital importance to the young library graduate who has become a school librarian without having had practice work in a school library, teacher-training experience in a practice school, or actual teaching experience. It is most discouraging to a young person to spend five years in college in preparation for school library service and then to learn after she has begun work that her failure to do practice teaching and practice work in a model school library has made it almost impossible for her to succeed.

It frequently becomes necessary in such cases for the superintendent to transfer such a librarian to a different school at the end of her first term. In all such cases the graduate librarian must be extremely careful not to offend the teachers with her general knowledge of library science, and her total ignorance of teaching methods and school organization.

## Library Techniques and Methods

The librarian should be the busiest member of the faculty. In addition to being as well qualified by training and experience as other teachers, she must know library techniques and methods. The ability to select materials wisely is important. A knowledge of children's books and children's literature should have been gained by wide reading of such materials and through practical work with them as a student teacher in a model school library operated under and supervised by the joint administrative control of the local school board and the professional library school.

She must understand and support the regular school program, and make a real effort to win a place of leadership in the school organization. She must keep informed concerning all student activities, anticipate student needs, and supply information or materials whenever requested. She must know the content, purpose, and use of the textbook and when, where, and how to supplement it with library materials.

A general knowledge and appreciation of new materials available in all fields is essential. She should introduce live books to live boys and girls. Book characters will go through life with the boys and girls who have met them through the guidance and influence of the sympathetic school librarian. She must serve all types and ages of children. She should possess a missionary spirit, love all children, and be enthusiastic about her work. Of course, she should dress neatly, have a friendly disposition, be attractive, industrious, tactful, sympathetic, patient, and co-operative.

She must keep informed and ready to meet the demands put on the library by the ever-changing curriculum. Boys and girls are interested in anything new and different. The school librarian must guide and encourage these youngsters in their search for information concerning events in all fields of knowledge.

## The Publicity Factor

She should be an active member of the library committee of the local PTA, Woman's Club, or any other community organization which may be interested in the development of the school library. She should join the state and national organizations for teachers and for librarians, and be willing to appear on their programs. "Publicity" should be the school librarian's middle name, and she should use every opportunity to tell the public about her work. Articles and news items should be written about the school library and be printed in school and library journals and in school and daily newspapers.

The techniques of organization and administration should be so familiar that the librarian will handle them without confusion or noticeable effort. The routine work of operating the library should be performed by student assistants, and the librarian should devote her time to meeting the needs of both students and teachers. She must know the trends in education and adapt the organization and administration of the books and library to these rapidly changing needs. She must also be familiar with recent studies made to determine the reading interests of school children, and should secure the co-operation of the teachers and students in making similar studies in her own school.

The school librarian performs many functions beyond those of the teacher, such as ordering, cataloging, and classifying books, collecting and organizing files of pamphlets, pictures, and clippings on various subjects; but these technical duties should never be thought of as the primary responsibilities and purposes of her activities. Such activities are an essential part of the librarian's work only because they make possible rapid and efficient library service to both pupils and teachers and facilitate the location of material. Joy Elmer Morgan once wrote that one of the greatest mistakes of the library movement was the emphasis on books rather than on service.

## Selection of the Right Book

Next to the librarian and her influence, however, the most important source for idea formation in the school is to be found in the books provided for the children. When the importance of reading as an agency for providing experience is considered, the importance also of the kind of material to be read must be carefully regarded. Thousands of attractive readable books for children of all ages from kindergarten through high school are available today. Tremendous improvements in textbooks have taken place within the past few years—improvements in appearance and readability as well as in quality of content.

The same thing has been true in the field of literature for children. Moreover, the output has increased amazingly. Naturally with such large-scale production much dross is being turned out along with the gold. The selection of the right book, for the purpose for which it is ordered and for the level which the school library needs, is a serious problem and one for the professionally trained school librarian in conference with the other members of the faculty. Yet, with the best of intentions, schools are daily launching extensive programs of book-buying with no thought of the waste involved in unscientific selection and acquisition and the piling up of unorganized, unrelated library collections.

The most expensive collection of books would not be a school library unless there were a

<sup>1</sup>Director, School Libraries and Textbooks, State Board of Education, Richmond, Virginia.

trained person provided to administer the books to the best advantage of pupils and teachers. With the provision of a trained person, proper selection of books, organization, etc., will follow. The trained librarian will save the school many dollars a year.

Not long ago several sets of encyclopedias, a dictionary, and a motley lot of fiction and supplementary textbooks would have been considered an adequate collection of books for the school library. Changes in methods of teaching during the last ten years, and in particular the trend toward using many books and other materials in place of the single textbook have brought the school library into its own. Though the recent co-operative study of secondary-school standards emphasizes qualitative rather than quantitative standards, experts generally agree that six to ten well-selected books per pupil enrolled is a reasonable average standard.

### The Replacement of Books

The library is an expensive department of the school. It is like a laboratory. When it is used, the equipment wears out. Provision must be made in the regular school budget for funds for the replacement of worth-while books that have worn out, as well as for the purchase of those published more recently. Moreover, additional funds are essential for the purchase of magazines, newspapers, pamphlets, pictures, supplies, and for postage, and other miscellaneous expenses.

No librarian can function successfully without the backing of a superintendent who convinces the school board that if stimulating teaching and efficient learning are to be expected, the board must include in the regular school budget a reasonable appropriation for the upkeep of the school library.

My own State Superintendent of Public Instruction, Dr. Sidney B. Hall, recently wrote to the division superintendents of Virginia: "I do not think that school libraries should be expected to depend on charity, in the form of entertainments, box parties, etc., for support. They are an essential expenditure, and a definite sum for their support should be included in the budget." Other outstanding educators have declared that in this critical period of reduced budgets more, not less, must be spent for libraries.

If the school administrator expects efficient library service, he must be prepared to pay for it; for the services of a trained librarian, for a balanced basic collection of books, for an annual appropriation for the upkeep of the library, and for the essential furniture and equipment other than books! Yet in proportion to the service rendered, the dollars spent for the school library bring richer returns than any other single appropriation in the school budget.

When the administrator casts a critical eye upon the quality of the service offered by his school library, he must take into consideration the location and equipment which has been provided for it. It has long been agreed that the library should be the hub of the school, physically. It should be located on the top floor in the center of the building. Provision for a library should be made in all new school buildings, even if the space cannot be immediately used as such.

The latest regulations of the Southern Association of Colleges and Secondary Schools with respect to the size of the library state "[The] room should be large enough to accommodate one tenth of the enrollment, allowing 25 sq. ft. per person." In my estimation, this is an absolute minimum. I believe that the time is not far distant when the functioning school library must be even larger than this, that it must be of sufficient size to accommodate every student of the school who is not actually taking part in classwork or extracurricular activity.

### The Matter of Equipment

It is assumed, of course, that sufficient tables and chairs of standard sizes, sufficient shelving for present needs and at least five years' future growth, charging desk, card-catalog cabinet, filing cabinet, magazine and newspaper racks, and other essential library equipment are provided in the main reading room. In addition, there should be adjoining this room, separate from it by glass partitions at least a conference room, a classroom for library and visual type of instruction, a workroom with lavatory facilities, and storage space for at least three years' accumulation of magazines. Standard equipment in varied designs that will outlast the average school building is available from regular library furniture companies. If this cannot be afforded, the equipment used should approximate the standard as closely as possible.

Suitable equipment and attractive appearance in a school library go a long way toward creating the desired atmosphere, and this in turn has a great deal to do with the attitudes and habits which are instilled in the pupil patrons of the library. The best library furniture that a school can afford is not a luxury; and additional expenditure for good pictures, growing plants, pottery, etc., should not need to be justified here. The degree and proportion in which these are supplied has implications for the kind and quality of service that the local superintendent may expect from his school libraries.

I stated above that the library is an expensive department of the school. Many a struggling school administrator in a small county or town has regretfully relegated the school library to his private file of desirable luxuries that cannot be afforded. Yet school library service is needed no less in rural than in urban areas: In fact, the very limitations of the rural community and its school curriculum make the need for school library service all the more urgent. What is the solution to the problem?

### The Teacher-Librarian

For the small rural consolidated school the simplest solution is the employment of a teacher-librarian, that is, a person who is qualified and willing to serve a part of each day as librarian and the remainder of the day as a classroom teacher. The teacher-librarian needs as much professional training in library science and in education as the full-time librarian. The fact that she must divide her time between two fields of work makes her job a difficult one, but not less professional.

The experience gained in each field will help her to be more successful in the other. The library-school graduate who secures a position as a teacher-librarian, instead of regretting that she did not secure full-time library work, should look on her situation as a challenge. She has been given an opportunity to demonstrate through her own teaching the widest possible use of the library and also a chance to become more familiar with the teacher's viewpoint than she could ever become under any other arrangement. The experience gained in such a position should prove invaluable. The professionally trained school librarian has been encouraged to believe that teacher-librarianship will prove a blind alley without possibility of professional advancement.

The truth is, the teacher-librarian who successfully demonstrates the value of school library service is likely to have the amount of time which she is scheduled to the library increased from term to term, and her teaching load decreased proportionately. Moreover, the percentage of transfer from part- to full-time librarianship in schools is steadily increasing.

I have used the term "library service" to pupils and teachers. Of what does this library service consist? How does it differ for pupils and teachers? What may the parent expect

from the school library? And finally, what may the school principal and the school superintendent expect from the library?

### What Has the Pupil a Right to Expect of the School Library?

Among the services that he may expect may be included:

1. That it will furnish him with experiences which will increase his power to interpret and evaluate printed materials of all kinds.
2. That it will provide opportunity for him to learn how to use the library most effectively.
3. That it will provide a generous collection of books, pictures, and other printed material to enrich his classroom studies and enable him to pursue personal interests thus aroused.
4. That the library will offer sympathetic aid in the solution of his extracurricular problems and interests, especially those which arise out of school. It should provide not only recreational reading, but also first aid for carrying on his hobbies.
5. That it will instill in him the library habit and will make definite provision for his introduction to the public library, thus fortifying him with a dependable aid on which he may rely for help in meeting his problems when school days are over.

### What Services Does the School Library Owe the Teacher?

1. Material not only for the instruction of pupils, but also for the teacher's own cultural and professional development.
2. Aid in both formal and activity work.
3. Reference and enrichment material for each subject in the curriculum.
4. Aid in dealing with problem children, whether retarded or advanced.
5. Notification of material likely to be useful in classwork or in which the teacher may have personal interest.

One of the best statements of what a school library should be that includes the services due the teacher was given many years ago by Mary E. Hall, librarian of the Girls' High School of Brooklyn: "A school library should be a great working laboratory for all departments, which will meet their needs for reference and serve to stimulate interest or awaken interest in the work of classroom or laboratory; a preparatory school for the best use of college or public library by training students in the use of a library during the four years of [high] school; and compensation to students for the lack of a home library. Carefully selected it affords a browsing place which should mean that inspiring and stimulating contact with books which many have felt in their home libraries, and it should mean that personal guidance of the reading of the individual which in more fortunate homes, parents give to their children."

### What May Parents Expect of the School Library?

1. Material for parent-teacher programs, and reading lists through which interested parents may follow the line of study suggested by speakers at their meetings.
2. Expert advice to help them in the selection and purchase of books for their children.
3. Practical help in the solution of problems. The following incident illustrates this type of service:

"A schoolboy turned away from a rural school building in an Alabama community late one afternoon. An interested passerby, noting an expression of keen disappointment on the boy's face, questioned him, 'Father wants to kill the bugs that are eating our potatoes,' came the answer, 'and there's a formula in a book in our school library. I told him I'd get it for him, and the school is locked up.'"

(Concluded on Page 68)

# Eight Times Around the World in One Month

Leonard C. Murray<sup>1</sup>

"Eight times around the world in one month. Do you mean to say that you actually have pupils in your school who travel the equivalent of eight times around the world in one month?"

"What, you have 335 pupils in your school, transported by bus, who travel 8,126 miles a day? Why, I can't believe it. How can that be?"

These questions and many more like them are asked of me. Many letters, from various parts of the country, come to my desk asking for a written explanation of our bus system, the territory covered, and the method of financing. Usually, the questioners are told that the answer, although some time must be devoted to the explanation of it, is an interesting one, for it is, in reality, a rough sketch of the almost phenomenal growth of education in Aitkin County. I have tried, in the following paragraphs, to present a brief word-picture of our bus system and the growth in the number of nonresident pupils in our school.

## Factors Influencing Development of System

First, there is the influence of location. Aitkin is located in the southwest corner of Aitkin County, which is one of the territorially large counties of Minnesota, being 60 miles long and 36 miles wide. It is located in the east central part of Minnesota. There are three other high schools in the county—one in the extreme northwest, one in the extreme southeast, and the other some 25 miles northeast of Aitkin.

When I first came to Aitkin six years ago, a count was made of the students in the high schools of the county. This showed that very small percentage of the boys and girls graduating from the eighth grade attended high school. The schools of the county were not filled to their reasonable capacity. After studying the problem, I presented to the members of the Aitkin board of education a threefold plan. In this plan, I suggested that we publish a mimeographed bulletin designed to interest the eighth-grade graduates in attending high school. This bulletin was to answer the questions usually asked by students and parents regarding the subjects which should be taken, the expenses connected with going to high school, etc. The second proposal was that the students from the 103 rural schools in the county be invited to attend in Aitkin what we chose to term an Invitational Rural School Track Meet. As the third item of the plan, I suggested that we offer entertainment programs for the rural schools, and be of assistance in any way possible to the rural teachers. The board of education approved the threefold plan.

## The Beginnings

We immediately began to present programs near Aitkin, in the country schools which desired to make use of our offer. In some instances, a small charge was made by the school, and the money was used to purchase equipment. In the spring of 1931, we held the first rural-school track meet and printed the first edition of our school bulletin, which we named *The "A" Book*. This bulletin was given free of charge to all junior- and senior-high-school students. Pupils from the rural schools attending the track meet were given copies of *The "A" Book*, and copies were mailed to those not in attendance.

After obtaining the information regarding the possible high-school enrollment, I felt the greatest service that could be rendered would be to encourage these boys and girls to attend a secondary school. Many of them lived in meager homes, their parents having settled on small tracts of cutover timberland in the hope of being able to earn a living for their sometimes rather large families. Of the many applications we received from students who desired to attend high school, inability to meet the complete cost of renting a room and other incidentals was found to be the most troublesome. It was necessary, therefore, to encourage the housewives of the city, to employ these girls to work for their room and board. The young men were helped by trying to secure odd jobs. In some cases, it was possible to find work with the farmers living on the bus routes within the consolidated area.

By far the greater majority of the students from the nonconsolidated area found it necessary to rent rooms and do their own cooking. This involved an administrative problem in the supervision of these young people. After the second year (1933), we had 108 of these nonresident pupils living in the homes of Aitkin. With the building of better roads and the growing problem of housing the students, we began to encourage transportation units. The first results from our efforts came when the board of education in the small high school in the town of Palisade, 22 miles from Aitkin, decided to transport its high-school people to Aitkin. This school had maintained a two-year high school, with thirty pupils in attendance and, after the board members had acquainted themselves with the opportunities presented in the four special departments of the Aitkin High School, as well as the work offered in music and dramatics, they engaged a special bus. The Palisade board of education induced one of their local men to purchase a forty-passenger bus to transport the pupils to the high school at Aitkin. The board paid for the transportation of these young people, while the bus driver was given the privilege of picking up other high-school students along the way. These extra passengers were charged from two

to four dollars a month, depending on the distance they were transported.

## The Bus Lines

About this time, the state department of education conducted a survey through Mr. T. C. Engum, director of the rural schools. The investigation had for its main purpose, the forming of a county unit. There were several objections on the part of many of the rural people to a county-wide plan, chiefly because many of the parents did not believe students could be transported such great distances. However, it was secretly learned that reluctance to giving up jobs as school-board members and directors of their own school districts was one of the greatest objections.

It has been interesting to watch the development of the transportation idea. During the fall, after the heated discussion on the county-unit plan, the school at Swatara sought a contract for sending a large bus with all of the high-school students down to attend the Aitkin school. Here was the opportunity to prove to the skeptical ones that students could be transported great distances, as the town of Swatara is 33 miles from Aitkin. The members of the board of education purchased a bus and picked up students along the way in order to fill the 45-passenger vehicle. We have completed the fourth year during which the parents of these children are very well satisfied with the arrangement.

Since the development of these two bus routes, we now have a second bus coming from the town of Palisade, traveling by a different route, and picking up students along the way. This bus is privately owned and the students are charged four dollars a month. We also have a large bus coming from Malmo, an inland town 34 miles southeast of Aitkin. From the south, we have a bus which travels a distance of twenty miles, going as far as Mille Lacs Lake. These two busses are also privately owned, and the monthly student charge is four dollars. To the west, we have a bus route running to the county line, a distance of seven miles.

## Enrollment and State Aid

In 1930, the Aitkin public schools had an enrollment of 694 students. At that time, we were receiving state aid to the amount of \$25,018. In 1935, after the threefold plan had been in effect for five years, we had an enrollment of 984 students and were receiving in state aid



A SOCIAL-SCIENCE CLASS, AITKIN HIGH SCHOOL, AITKIN, MINN.

<sup>1</sup>Superintendent of Schools, Aitkin, Minn.



A FARM BOYS' CLUB ENGAGED IN SEED STUDY, AITKIN HIGH SCHOOL, AITKIN, MINN.

the amount of \$47,986. In 1930, the state aid was prorated at the rate of 93 per cent, while in 1935, it was prorated at the rate of 75.1 per cent. In 1930, the amount received from high-school tuition or aid from the State of Minnesota, for the education of high-school boys and girls from outside our own school districts, amounted to \$6,230. In 1935, this same high-school tuition amounted to \$18,053.

As has been pointed out, this increase in enrollment and state aid is due, first, to the location of our high school and to the absence of other schools in the large territory we serve; second, the construction of good roads which have made possible the intricate and efficient bus system.

The third factor which has been a vital point in our development has been the effort to make the graduates of the rural schools "high-school conscious." As already mentioned, the first step was *The "A" Book*. The first volume of this annual, published in the spring of 1931, was a mimeographed booklet of 18 pages. It contained information about the special departments, the clubs, and the activities of the high school, as well as articles about the value of education, and other helpful items of information. Its main purpose was to give to the rural students an outline of the courses offered and an incentive to go on to high school.

Succeeding spring issues of *The "A" book* were considerably larger and much more attractive. The information was a great deal more specific in regard to the courses to take in preparation for certain vocations, etc. The student also received practical help for entering and registering. As the bulletins progressed in size and use, commercially printed pictures were added, showing the students at work.

In the editions of 1934 and 1935, mimeographing and lithographing were combined to give the booklet more of the appearance of an annual. These booklets contained individual and group class pictures and, in addition, group pictures of the personnel of some of the clubs. These pictures have aroused a great deal of interest on the part of the country children and have convinced many a boy and girl that he or she just *had* to find a way to go on to high school.

#### Rural Track Meet and All-School Exhibit

The second activity which has served to interest rural graduates has been the rural-school

track meet. At each fall meeting of the rural teachers' institute, an invitation was given to the teachers to attend the meet, which gave them considerable time to prepare their pupils for the events. In the spring, about a month before the date of the meet, letters and copies of the regulations were sent to the teachers, asking them to do what they could to interest the parents. Letters were also sent to rural school-board members, encouraging them to help the teachers in preparing for the meet, and asking their help in providing transportation. Silver "cups" were given to the schools which had won first and second places in the track meet. An attendance award was presented to the school having the largest number of people coming the greatest distance from Aitkin. The parents and students bring picnic lunches and the high-school band furnishes music. The annual attendance at the track meet has grown from 500 to 1,500. It is now one of the gala days for the rural schools of the county.

In the fall of the year, our teachers are instructed to prepare for an exhibit of their work, which will be shown during the week of the rural-school track meet. During this week the citizens and the parents of the pupils are invited to view the exhibit. One day is set aside especially for the mothers, and on that day a capacity house is assured. On the Saturday of the track meet, teachers are on duty in their various rooms to explain the work of their departments to the country pupils and parents. The meet offers an excellent opportunity for members of the faculty, the deans, and the superintendent to answer questions.

#### Programs at Rural Schools

When I suggested to the heads of the dramatic and music departments the presentation of programs, the teachers expressed the opinion that such programs would give the students opportunity for gaining valuable experience. We have sent out the band, the orchestra, quartettes, trios, and instrumental and vocal soloists to a large number of schools in the county. Students in the dramatic department have presented one-act plays, declamations, and short talks. At each program in a rural school, one of the students of speech has given a talk on the value of high-school education. Care has been taken not to mention the Aitkin High School, but to point out the advantages of a high-school training in any high school.

Through *The "A" Book*, students have been

urged to write the superintendent's office immediately if they were interested in attending high school. When a number of letters were received from a particular section, the agricultural teacher and the writer have been driving out to discuss educational plans with these people. Personal letters have been written to interested children, especially to those having questions. The correspondence has been heavy, but an encouraging letter many times has been the turning point and, therefore, very worth while.

The county superintendent has been very encouraging in the entire plan. She is a firm believer, of course, that these rural boys and girls should go on to high school and has done all she possibly could to encourage their attendance at some high school.

#### The Deans

As a result of all these activities, we now have attending our school the second largest number of nonresident pupils in the State of Minnesota. The Twin Cities are excepted from this statement.

With such large numbers of students living in the city, it has been necessary to engage teachers who could act as dean of men and dean of women. It has been necessary to supervise these children and to create confidence on the part of the rural fathers and mothers that their children are given careful supervision.

Rules and regulations have been drawn up for the boys and girls who are rooming in town. A copy of these regulations and a letter explaining our desire to be of help to the boys and girls, as well as carry out the wishes of the parents, have been sent to each parent and to each landlady. The dean of women, the dean of men, and the superintendent talks with these young people, explaining to them very carefully what is expected of them. They were also given copies of the letters sent to the landladies and to their parents. They were informed of the regulations to be followed by each landlady. Through this administrative arrangement, we have been very successful in taking care of the boys and girls attending our school. Their rooms are visited periodically by the deans, and all boys and girls who refuse to follow our instructions or comply with the regulations are asked to leave school.

While every boy and girl with whom we have come in contact has been shown the value of a high-school education, we have not told these young people that they should attend our school. Due to this fact, the three other schools in the county have enjoyed increased enrollments, and this has served to elevate the entire educational standing of the county.

Another very important result is that the boys and girls who attend high school have brought their parents to Aitkin to carry on their business transactions. There has been a very noticeable increase in the spread of the trading territory of Aitkin. The communities directly bordering on Aitkin have experienced a similar "build up." We have found, in many instances, that parents have moved from inaccessible locations to the smaller towns, which are transporting their children to school here. Farms bordering the bus routes have also gained, thus making it easier for their students to secure a high-school education and return home each evening.

The most important point which should be considered, however, is not our bus system, not our methods of education inducement, not the increase in aids, nor the "trade build-up," but the fact that in 1929-30, 38 per cent of the rural graduates went on to high school; while today, the percentage has increased to 63 per cent.

# ... And Some *Don't Like It At All!*

## New Doctrine for Monroe—XX

Brooke W. Hills

### I

... "Some like it hot, and some like it cold" ... and here we are pleased to break away from a rather old and well-known rhyme and extemporize for our own use the equally true title we have just used. Why? Let's see.

### II

In the last few pages we have tried to make it plain that Smith B. Hamilton's unique method of settling disciplinary troubles in the Monroe High School by permitting the school itself to take care of these troubles in its own fashion, had aroused favorable comment among the fathers and mothers of the pupils. Very probably, too, this occurrence did more to weld the school into a solid unit than had characterized the place in its previous history. However, it cannot be said that this departure was favorably received in all parts of this delightful community. Far from it.

In every town there are to be found certain redoubtable educational saints in Zion who closely adhere to the faith of their estimable forebears. They believe with all their hearts that school is school, and that children are born to be seen and not heard. Consequently, when the story flew around town that the pupils themselves had assisted in straightening out a difficult problem, this group heard the news with many a dismal shake of the head. To these good people, as in many another Monroe, the peculiar idea that children may be brought to a point where they will take responsibility for their own actions and those of their fellows, when necessary, is just so much newfangled nonsense. Having successfully put behind them whatever childish traits they may have at one time possessed, as the years go marching along they see youth more and more darkly in their individual glasses, and with many a cluck-cluck of the tongue they wonder what this modern generation is coming to. — As an aside, may we suggest that high-school and college deans are not well chosen from this number. — As a rule, their wonder increases, particularly at Halloween; at some favored homes the celebration of this festival by itinerant visitors occurs about four times a week throughout the year, as an average — a circumstance which provokes indignant letters to the editor and equally indignant calls at a school office from those whose property adjoins the school playground. These neighbors never stop to think that some youngsters in an army of a thousand or fifteen hundred *are* a little likely to chase a line drive from a fourth-grade bat over a hedge once in a while, or may even forget to walk a couple of hundred feet to chuck a piece of lunch paper in the ash can ... *da they*, Old-Timer!

As one grown-weary school principal once observed to a politely questioning school-board member: "You say this fellow next door is one of the salt of the earth? Take it from me, he isn't. He's the *pepper* of the earth; *that's* what he is, and if he doesn't watch his step some of these kids will shake him down good and plenty, some time, and I don't mean maybe, either!" ... We have never heard just what answer was made to this happy analogy. ...

Needless to say, this group hardly favored Mr. Hamilton's novel ideas on discipline. Of course, he *might* be right, and those young shoulders of his might carry an older head than the average man ordinarily possesses, and they certainly wouldn't want to say anything against him; but — another lugubrious shake of the head.

These "didn't like it at all."

Perfectly fine people they are, of course. And yet, how we would hate to have them sit in judgment on us from the jury box! In considering these citizens who were of the opinion that Hamilton was too easy-going, it may be well to mention that several of them had what they considered concrete evidence, picked up in an entirely different place.

It so happened that two or three months before, the minister of the church which Hamilton attended invited him one night to a joint meeting of the governing bodies. The business having been properly taken care of at a comparatively short session, conversation among the 25 or 30 men eventually drifted around to the latest town scandal, which, in this case may have been of some relevance, in that a member of the church was involved. ... A building and loan association had crashed; someone had been culpably careless, and this carelessness had been

known to the man under discussion. Free for the time but under heavy bail, he was living at home, facing inevitable conviction; and — some people might think it worse — facing his neighbors and the town while his family was trying desperately to face their own shattered world. Not so easy, this, for a middle-aged man; not so easy to be called upon to choose between certain loss of job by prematurely disclosing facts, or certain disgrace if facts eventually came to light through some other source. ... Don't form your own judgment too quickly; there are plenty of honest men walking their way to business today who have squirmed through similar situations, more on account of good luck than their good management.

Said one of these perfectly respectable, fine people at the meeting, the while Hamilton listened in silence:

"What a disgrace for our church! Heaven forbid that such a thing should happen here again."

And the group nodded solemn approval.

Said another honest man: "True, all too true. But what irks me most is to see the brazen way this man goes around town speaking to people, just as if nothing had happened. He is being treated with too much mercy. *I* say he should be made to suffer more."

More affirmative nods. ... It might have been a throw-back to the days in early Salem. ... Similar other words of condemnation. ... It might have been a throw-back to the day when two men went up into the temple to pray. ... Still more words; and then a flushed, outraged, very young man by the name of Hamilton:

"Suffer? What do you *mean* by suffering? Do you mean to say this man is free from suffering when he realizes his life is wrecked at the age of fifty? When his wife is called home by a veiled message of trouble, sent her while on a holiday trip in a far western state? When he sees his children day after day going to school, trying to keep up their work, trying to pretend they don't notice the curious, pitying glances of their playmates who merely look and say nothing? When he sees his wife helping their children dress with unusual care in what little they have left, hoping that people will at least say 'they look nice'? Suffer! What do you mean by the word, anyway? How much more *can* he be expected to suffer?"

"But, Brother Hamilton," interrupted the amazed good and honest man.

"Don't you try to brother me!" exclaimed the furious Hamilton. "I don't care to claim the relationship. If this is your idea of Christianity, it certainly isn't mine. Good night, everyone!"

The minister visited him at the school the next day. ... "These are all good men; they don't see things just the way you do. ... I sometimes have a hard time myself." ... Some good men *are* this way; and it is not the fault of the church, nor its teachings. ...

Not very politic for a new superintendent trying to get along in a hard town. Not very politic, this part of the new doctrine for Monroe. Not to be expected that these outraged brethren would likely view with complacency very many of Hamilton's ideas on attitudes and discipline. Not among these professional pall-bearers, as Mr. Peter Barron lazily remarked across the secretary's desk to a disturbed Miss Ross — this Miss Ross, loyal to her school job, loyal to her employer.

She nodded affirmation.

"But he's right, perfectly right."

"Sure; but not very politic, maybe, to get this bunch down on him."

"Not very politic, perhaps, to be human, to be decent." And in a burst of indignation, "They seem to think that the true spirit of holiness is to crucify anyone who is in trouble. They're wrong, I tell you; *wrong!*"

Mr. Barron grinned.

"Holy? Wrong! Wholly? Right!"

Miss Ross thought *that* one over for a second; but when she looked up she saw only the tall, lean figure of Peter Barron shambling back to his everlasting lesson plans. ...

And there was another group in Monroe who also dismally wagged their heads, and allowed that things had come to a pretty state of affairs in the discipline of the schools. What were teachers being paid for, anyway? In fact, after this most recent story had been repeated a few times, losing nothing in the telling, it became more and more painfully evident that all this talk around town about student responsibility and pupil participation in government, was nothing more nor less than the alibi of an idealistic, impractical, lazily satisfied young man. A young man whom the taxpayers were paying a fat salary to

run the schools. . . . "Here *my* children have graduated a good fifteen years ago, and *I'm* not getting anything out of the schools any more; and yet the board keeps a-tuckin' the expense right on us taxpayers, and it ain't right. . . . I don't care if their costs *are* in the lowest quarter in the state; the only figures that mean anything to *me* are right on my tax bill. Why, I hear some of the teachers are getting as much as fifteen hundred a year; and I can't see why this board that's a-whoopin' up salaries all the while can't get all the teachers they want for six or seven hundred, when they's so many good ones lookin' for work, nowadays. Of course, they give an excuse they can't get licenses, or they ain't fitted for the kind of work this superintendent says is necessary; that's just a way, to keep home girls from getting a chance. It just beats creation the way the board lets this young feller sit around, while the kids run the school." . . .

And so, far into the night. . . . All part of the same argument used by the good taxpayer who insists that his son or daughter just finishing normal school must be given a job in his home town the second he graduates, even to the point of dropping a thoroughly competent, responsible, young man or woman, guilty only of the crime of being born in some other town. . . . The argument, "I've been paying taxes in this town for forty years, and I guess it's about time they did something for me"—the argument of the man who will not stop to think that the fifteen years' education given his child by the town or state was paid for by a great many people other than himself. . . . The argument, if only they knew it, which eventually brings about universal tenure of service for the deserving teacher. . . .

Obviously, the new doctrine for Monroe was not exactly popular with this group, any more than in many another American town. And yet, these are all honest, straightforward people, *according to their own lights*—and this is said in no spirit of sarcasm, either.

Yes, there were these reactionaries, the conservative die-hards, scattered here and there throughout beautiful, progressive Monroe. Editor Short found little difficulty in locating suitable contributions for the *Item* from among their ranks—and a lot of folks bought copies to see if their letters had been printed, and then bought more copies to send to their friends. . . . Good business . . .

"Must keep the old gentleman busy, thinking up new *nom de plumes* to tack on to the end of those letters," as Mr. Barron observed to Miss Ross, after he had methodically counted the columns dedicated to the personal shortcomings of the administration of the Monroe schools.

It did keep him busy; but no task could be more congenial for Editor Short. The possibilities of an unexpected and entirely unwelcome visit from the beetle-browed well digger of Irish Hill troubled him less and less as the days went past.

But if these new evidences of a decided change in the spirit and operation of Monroe High School brought rumblings of discontent from certain citizens, it is anything but difficult to imagine the consternation and indignant horror of the boys down at the firehouse as the bad news filtered in. At each of their nightly gatherings they were "pluggin' just as tight as they could jump, tryin' to keep up with Hamilton's didoes," to quote literally the comment of one of these patriots. Long hours they spent, working out in their own fashion the defense to be presented by Jackson R. Tyrone in his approaching hearing before the school board. Almost as much time as Editor Short used in an attempt to get the skidding Mr. Tibbs away from his favorite remark, "He asked me why I don't run for the board at the next election." It was plain enough that this pleasantry on the part of Hamilton had struck a responsive chord in the heart of Mr. Tibbs—a circumstance which brought intense annoyance to the editor. In fact, on one of these occasions when the same story had been told with all its trimmings for about the fiftieth time, Editor Short completely lost patience and snorted,

"Tibbs, what's the matter with you, anyway?"

To which the gentleman replied in pained surprise and a hurt tone,

"Why, Brother Short, you don't mean I *wouldn't* be a good man for the school board? Of *course*, the boys and I can count on you to back me up, as quick as it's time for me to get into the runnin'," and waited for reply. Observing that the assembled brethren seemed by their expressions to agree heartily with the eligibility of their fellow member for this honor, Mr. Short gulped down his wrath and answered,

"You got me wrong, Brother Tibbs. What *I* meant was that I'd hate like Sam Hill to see you obliged to team around with a gang like that." And seeing, or thinking he still saw suspicious glances, he continued, "Of *course*, I'll back you up. I wouldn't *think* of doing anything else." A remark which satisfied the group, and incidentally one of the truest things Short had said in a long time. Catch him taking any chances with the boys! He groaned inwardly as he contemplated the difficulties in publicly underwriting the candidacy of this town character. "Plague

take Hamilton, I think he had this very thing in mind when he put that fool idea into Tibbs' head. Puts *me* on the spot, all right. Wonder what that fellow'll do next?"

A good question, and the answer was not long in coming; the very next night one of the boys importantly requested the floor, with the suggestion they might like to hear the newest way this here Hamilton had been cutting up.

It seems that this particular member of the South Monroe Hook and Ladder Company had been visiting with his wife in the city adjacent to Monroe. On their return early in the evening—they had boarded a partly filled trolley car—to their great surprise they had seen Hamilton sitting quietly in the corner reading a newspaper.

"Wha' did he say when he saw you?" queried one of the interested assemblage.

"Didn't say nothin'," was the reply, "because he don't know who I am. That's why we ketched him at it, the way he acts when he thinks there's nobody around who knows him, and he can make as big a durn fool of himself and get away with it. He's a slick one, he is, goin' around town and posin' as it he knows more'n anybody else; but he was *too* smart this time. He's just been a-achin' to get his comeuppance, and now we got him dead to rights."

As the story developed, it appeared that the trip was uneventful enough for the first half mile or so, when the car stopped, and the next instant, to use the expressive language of the narrator, "about twenty little devils all of a sudden hopped on board, most of 'em about fourteen years old, I guess, and started raisin' Cain all over the place."

"Where'd they all come from?" "Who were they, anyhow?" "What'd they been doing?" from different parts of the room.

"How'd I know who they were? The way they acted you'd a-thought they musta busted out of some reformatory; but the missus said she thought they must be a bunch of school kids who'd been up at the park, because they had a young feller along with them who looked like a teacher and tried to make 'em mind, but what they did was to blam his hat down over his eyes every time he said a word. An' they kept a-shovin' an awful fat boy into each other's laps, and the passengers began to get sore and put up a holler, and then these kids sassed the conductor when he got after 'em and said they'd bust the windows if he made another crack, and so *he* couldn't do nothing with them, and one of them shoves this here fat boy into Hamilton's paper, an' he lands right in his lap and set there a-laughin', and then he blams *Hamilton's* hat.

As the narrator paused for breath in his stirring account,

"Sounds like the way Monroe High School will be on a quiet afternoon six months from now," commented Mr. Jackson R. Tyrone, whose experiences in conducting Billy Esmay and the rest of a class into the woods a few months before were still fresh in his mind. "I suppose our dispenser of the milk of human kindness just patted him on the back and called him a fine little man; that's how he acts around here."

"No, he did a much more foolisher thing than that," went on the speaker. "He pushed his hat back on his head, picked up the kid, set him down in the seat quicker'n you could say Jack Robinson, and the next thing I knew he was standin' in the aisle with his back agin the door, and clapping his hands like a couple of pistols a'goin' off, and he says,

"'Now, then, *young ladies*, I think we have had about enough of this. You may now quietly take your seats.' And by gosh, every last one of those little devils shot into his seat as if they'd had ropes tied to 'em. Gosh, I never *did* see kids move so quick!"

"Called them '*young ladies*,' did he?" queried Mr. Short.

"That's just what he did, just what I'm a-tellin' you. But what *I* can't figger out is why they moved so quick when he spoke."

"Probably thought he was crazy, and was a-scared he was fixin' to be violent," suggested Janitor Atkins. "I say that *shows* he's crazy, just like I been a-tellin' you all the while!"

"Didn't the teacher along with 'em do anything then?" asked another.

"Tried to. He got red and started to stand up and then this here Hamilton points his finger at him and says, 'You sit down, too; you're the worst one of the lot.' And I'll be darned if *he* didn't crawl into a seat again."

There was a long pause as the assemblage tried to vision the scene. And then,

"It don't seem believable, and I wouldn't have thought it could have happened if I hadn't seen it with my own eyes, but this Hamilton just stands there kinda lazylike with his hands in his pockets for most four miles further, and the kids just a-looking at him and never saying a word or movin' a muscle, just like they were hypnotized. Finally one of them sticks up his hand the way they do in school, and Hamilton

asks him what he wants, and he says the next corner is where they get off, and will it be O.K. An' Hamilton says he guesses everybody has had their money's worth of ride; but when they all start to pile out he hollers mighty quick,

"Wait a second! *One!* That means, put your right foot in the aisle. *Two!* That means, stand up. *Three!* That means mark time; and I'm pretty sure the gentleman in charge of this car will not object to a little preliminary marching practice. All right, left, right; left, right; left, right. Class, march! Left, right; left, right; here you, whoever you are, walk in back of these boys; left, right!" And he marched them down the steps and over to the curbstone and lines them up again, and says, 'Pretty fair for a first time. O.K., boys; company dismissed.' Then he climbs back on the car, an' tells the conductor that he guesses he can go ahead now, because the captains and the kings have departed, whatever he meant by that fool remark; and then, by gosh, one of these kids sings out, 'Three cheers for Lanky!' meaning Hamilton, of course, and I'll be darned if them kids weren't a-hollerin' their heads off as the car moved on. It certainly stumped me; I was a-figgerin' they'd pull up every cobblestone in the block and let drive with it as soon as he had turned his back, but they didn't. I can't make no sense of the whole darned business. To hear the conductor and the rest of them lunkheads go on, you'd a-thought they were going to make Hamilton the mayor of the city. They had ought to tried to keep him gentle and toned down until they could have called a cop and had him run in."

"Is that all you have to report concerning this latest escapade?" inquired Mr. Short. "Or did our educational Moses offer to take up fares the rest of the way?"

"Well, ain't that enough for one trolley trip?" was the injured reply.

"A great plenty—more than enough. What a disgusting lack of dignity on the part of a supposedly high-minded public official! Did you say that *everyone* applauded this example of childishness?" continued the editor.

"Yes, that's just what everybody did. . . . Say, Brother Short, do you mean did they applaud the kids or did they give Hamilton a big hand?" queried the flustered witness of Hamilton's depravity, who was beginning to wonder if he, himself, might be implicated in the minds of the others. "It was the *kids* that did the yelling. You don't think it was me or the missus who did that, do you?"

"I don't know *what* I think," commented Mr. Short.

Silence for a moment, interrupted presently by a corpulent fire-laddie who could be depended upon to keep the pot a-boilin' when things slowed up a bit. "There'll be some yelling when old Jack over here gets through with 'im at the trial. He won't have much chance to pull his monkeyshines much longer."

"I'll have a lot of yellin' to do on my own account when I get elected to the Board," predicted Mr. Tibbs. "Some of these here educational misapprehensions will have to face my intensest investigations, even though I propose to be fair with everybody, no matter how tight the shoe pinches, and let the chips fall where they may, which is a leadin' plank in my platform I been thinking up, ever since this here Hamilton asked me why I don't run for the board, and I decided after much hesitation I must obey the unrequested call to duty."

"Is that a part of your campaign speech?" inquired Mr. Short in a sarcastic tone. "Sounds as if it might be. It's easy to see such a masterpiece must have kept your mind hard at work for quite a while."

"Well, it's just a little piece out of it," replied the gratified Mr. Tibbs. "I *have* been peggin' away at it during my spare time, and I'm glad you like it. I'll tell you the rest as soon as I can get it all figgered out. By the way, Brother Short, do you think I should have my photograph taken in my uniform or in the dress suit I wear to the Ladies Nights?"

"What in thunder do you want a photograph for?" inquired the surprised editor.

"Why, to print it on the front page of the *Item* as soon as the campaign gets a-goin' good," explained Mr. Tibbs. "I was thinking you could fix up a line under it, saying as how I am the people's choice."

\* \* \*

. . . "And some don't like it at all," to revert to the opening paragraph. . . . Well, Old-Timer, you may not like it, yourself; this exposition of the so-called "lack of dignity" on the part of Hamilton may cause even you, with all your sense of humor, with all your hidden-deep-down human willingness to skylark once in a while, to arch your pedagogical eyebrows with the thought that Hamilton *was* a very young man, after all. . . . To this may we answer as emphatically as necessary: he *was*. Yet, some way or other we have a sneaking idea that even you *might* have been willing in your own heyday to take a chance with those youngsters, yourself. . . . You needn't answer!

We have said that the business of the defending of Jackson R. Tyrone was a serious business. It was; it had been from the time that the lawyer retained to represent Tyrone had looked over the evidence. Shaking his head, he remarked that the board had a perfect legal right to void the contract, if they wished. A mutual release clause took care of this. Their only resources, as he pointed out, were to try to turn the hearing into a boomerang which would save their man, at the same time cutting back on the board. Then, too, there was the possibility of playing on the sympathies or political fears of two or three lukewarm members of the board to such an extent they might vote to retain Tyrone on the ground that the evidence was insufficient to warrant his being dropped—a way out for many a weak-kneed board member. Tyrone was not without friends, discounting even those at the fire-house. Some were perfectly competent, responsible people who simply didn't know the facts; others were those who hate to see a man fired—we have mentioned this element before. It might not be at all impossible to enlist the active support of this group; not impossible to get them to "talk" to this board member and that before the hearing was called. And, as a last resort, there was the possibility of ousting at the near-at-hand school election those members of the board whose terms were about to expire; these might be supplanted with followers of Tyrone who would promptly reappoint him and as promptly get rid of Hamilton. . . . Serious enough business, and each resource was used to the limit.

The town was in a mild uproar the day set for the hearing. Rumors sped about. One minute it was Hamilton who had resigned, rather than go on the witness stand; the next instant someone "knew for sure that Tyrone had resigned because the Board gave him a thousand dollars to quit, and he was going to go into business with Short." The man hearing this story countered with the equally sensational rumor that "the board is going to drop the whole business, because they have had a caucus and can't get but three votes against Tyrone, when they need four; and I got this straight, but I'm going to the hearing tonight to see what *does* happen."

No truth whatever in any of these stories, as emphatically stated in the *Item* appearing on the streets of Monroe at six o'clock, two hours before the time of hearing. Instead, just another last vicious, snarling thrust at the board and Hamilton: a series of taunts, daring the board to carry out its plan of getting rid of Tyrone; a chain of paragraphs, each beginning with the name of an individual Board member, with a dozen lines aimed directly at him, personally. Benkert, simply because he was known as friendly to Hamilton, was given the tribute of twice the space allotted to Towson—the Towson "who will sacrifice his life-long friends to satisfy his personal vanity." And as for Hamilton, his picture at the top of the column in the space coveted by the hopeful candidate, Tibbs, but with the following caption,

"This Man Should Leave Town."

The crowds were on their way to the hearing at seven—and there was Hamilton, again, nearing the school, pushing past those cigar-smoking groups on the walk in front of the building, those little knots of Monroe people who silently made way for him as he entered the door . . . that unseeing silence, that sees all, that hears all—the silence that reverberates to a sensitive man as would a thousand shouts. . . . And there were two or three members of the board in his office, and a man whom he recognized as their own lawyer, a man who seemed vastly unconcerned with what was the greatest matter in the world to Hamilton . . . how *could* he be so casual? . . . And the rest of the board entered shortly, one or two laughing nervously, or so it seemed to Hamilton . . . a great deal of handshaking, as if these men had not seen each other for weeks, rather than just the night before. . . . Towson, humming a little tune that ceased and turned to a thin laugh as he saw Hamilton looking at him in surprise. . . . Benkert, a lawyer himself, quietly conferring with the board's counsel; it had been decided that Benkert should preside. . . . Last-minute rustle of papers. . . . People coming through the hall. . . . "Time to go, gentlemen; it's eight o'clock." . . .

Just as they entered the room, "Good luck, Boss!" It was Peter Barron who spoke.

In the hands of the teacher lies the hope of the future. Education, of soul, mind, and body, may yet save the world. It is the master key to the larger and better life. And it is in *your* hands, a vast responsibility, a mighty privilege. Give yourselves to it with all your heart, and all your mind, and all your strength! Even as Christ, the greatest of all teachers, gave, so give you. — *John Oxenham.*

# School-Board Members

## Who are Making Educational History in American Cities

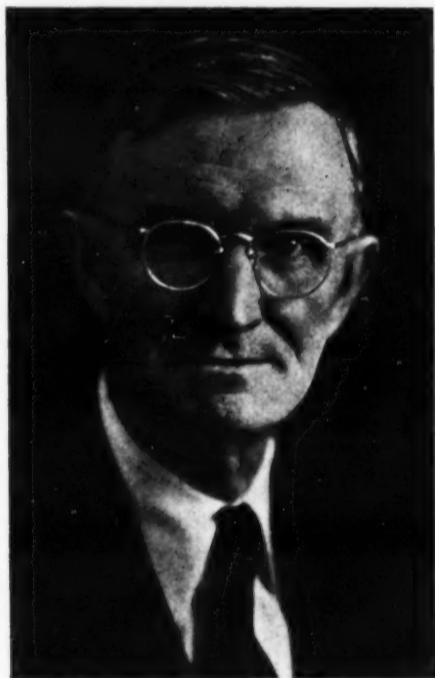
### DR. HARRY M. BARRETT

Member, Board of Education, Boulder, Colorado

When Dr. Harry M. Barrett became a member of the Boulder, Colorado, school board in 1926, he had behind him years of teaching as well as executive experience, and hence was well fitted for school administrative work.

During this ten-year period of Dr. Barrett's incumbency, and during which he served one term as president, the Boulder public schools have seen a reorganization of the school business administration, have made extensive curriculum revision, have established the platoon system in several buildings, have adopted a teacher-retirement plan, have practically restored depression salary cuts, and have successfully carried a bond issue for a new high school, now in process of construction.

Dr. Barrett was born in Holland, Vermont, and educated in the public schools of Titusville, Pennsylvania, and at Allegheny College. He came to



DR. HARRY M. BARRETT  
Member, Board of Education,  
Boulder, Colorado.

Denver in 1893 as a teacher at East High School after a year's teaching experience at Titusville and a year's experience as city editor of the *Erie Despatch*. His distinguished career as an educator in Colorado has included editorship of the *Colorado School Journal*, during eight of the ten years of his first sojourn in Denver as teacher at East High; principalship of Central High School, Pueblo, 1903-1912; principalship of East High School, Denver, 1912-1920. In 1920 Dr. Barrett became director of the College of Education at the University of Colorado, which position he now holds.

### MR. WARREN STOCKTON

President, Board of Education, Oildale, Kern County, California

As the organizing president of the California School Trustees' Association, Warren Stockton, also president of the board of education of Oildale, Kern County, California, has further evidenced his faith and interest in free public education for all of the children of California. Mr. Stockton is now serving his seventh year as a member of the board of education. During his incumbency the school has almost doubled its enrollment and now has an ADA of 500. The plant has been increased from one building to five modern buildings, with an auditorium large enough to seat 900 persons projected in the immediate future.

Mr. Stockton comes from a family of educators,



MR. WARREN STOCKTON  
President, Board of Education,  
Oildale, Kern County, California.

his father, R. L. Stockton, having served as county superintendent of schools of Kern County (California) for twelve years. His early education was obtained in Bakersfield, and finished at the University of California where he graduated from the School of Law in 1913. Since that time, he has practiced law in Bakersfield, and has served for the past eleven years as Deputy District Attorney.

### MR. H. H. ZENGE

President, Board of Education, Canton, Missouri

A member of the board of education for fourteen years and president for twelve years, Mr. Zenge has demonstrated special adaptability for school-administrative service. His strength has been to deal wisely with the finances and at the same time to widen the services of the school system.

During his term of office a \$40,000 addition has been made to the school plant, which in the light of the size of the community proved an important departure. The school also became a member of the North Central Association during the first years of the incumbency of the presidency.

Mr. Zenge was born 64 years ago on a farm near Canton. After a rural-school education he came to Canton, working in a wagon shop and



MR. H. H. ZENGE  
President, Board of Education,  
Canton, Missouri.

thereafter purchasing an interest in a blacksmith shop. Later he became interested in the manufacture of pickle-sorting machines, the only industry of its kind in the world, improving the machines to a point where they have defied competition. The product is now shipped to all parts of the United States and to foreign countries. Two machines recently went to Africa.

While Mr. Zenge secured his training in the school of experience he gave his children a university education. His biographer, Superintendent J. Russell Ellis, says "I have never come in contact with a school-board member who had a more thorough grasp of the purpose of the public school and who tried more conscientiously to see that every child had his or her just due."

### MRS. ELEANOR WHEELER

Member, Elementary School Board, Hawthorne, California

In 1935, Eleanor Wheeler was elected to the school board of the elementary-school system of Hawthorne, California, which constitutes six schools and has an enrollment of about 1,500 pupils. Mrs. Wheeler is the only woman on the board.



MRS. ELEANOR WHEELER  
School Trustee, Public Schools,  
Hawthorne, California.

A mother of five children, Mrs. Wheeler has found time to be in active community social-service work. She has definitely identified herself with the schools, and her personality is felt in the forward movements of the schools and of other social agencies.

After finishing a two-year teachers' course at the Texas Normal School, Mrs. Wheeler spent four years in the government Indian service at Phoenix, Arizona, as nurse in charge of the dispensary and operating room. Later in California, she worked in the Mercy Hospital in San Diego, and at the Los Angeles General Hospital.

One of the first acts performed by Mrs. Wheeler as a member of the board at Hawthorne was to present through a teachers' committee, to the entire faculty for its approval, rejection, or amending, a code of ethics, defining the relationship of the teachers, to their students, the patrons, fellow teachers, the profession, the community, and the school board. A similar code was drafted by the trustees and administrative officers of the school system.

Awake to the demands of the progressive schools of today, Mrs. Wheeler maintains an open

(Concluded on Page 68)

# *Practical Business Administration* for the Small School System

***J. Elliot Wood\****

In the administration of any school system, large or small, the importance of a dependable, accurate, and informative accounting procedure which is at the same time simple and understandable cannot be too greatly emphasized. During the past six years, especially, school boards have been faced with the problem of getting the most value for the minimum expenditure of money, and have found it very difficult to accomplish this with the entirely inadequate and antiquated methods of accounting prevalent, particularly in the small school organization.

A satisfactory accounting system should serve as a bookkeeping procedure which is completely air-tight, from the endorsement of the budget by the school patrons at the annual meeting, to the treasurer's report at the end of the school year, as an easily accessible basis for periodic information to the members of the board of education as to the financial status of the organization and as a check on the appointive officers.

In New York State the school board is held responsible for all school funds, has the power of appointing the clerk of the board, collector and treasurer, and is required to make sure that the collector and treasurer are secured by a bond. The members are released from individual responsibility for funds by adopting in the minutes of their annual meeting a resolution designating an official depository for all school funds. The amount of money involved is large enough to demand accurate and thorough accounting practices.

The main factors to be considered in setting up a satisfactory accounting system are: (1) the budget of estimated income and expenditures, (2) sources and collection of revenue, (3) custody of funds, (4) purchasing and checking supplies and materials, (5) checking and auditing invoices, (6) bookkeeping system, and (7) form and frequency of reports to the school board.

## The Budget as a Yardstick

The budget is, in reality, the yardstick by which the success or failure of the entire accounting system may be measured. It should come first in the setup; it depends to a large extent upon the accuracy and scope of past records for its efficiency as a guide and control in the expenditure of school funds. Being the basis of the entire system, it should be built up in conformity with the yearly report required by the state department of education. The entire accounting system should follow this form. Reports submitted to the department of education of the State of New York have been used as a basis of the form here followed.

The first step in building the budget is an accurate estimate of the amount of money which will be necessary to maintain the school program at a satisfactory level for the ensuing year. It is at once apparent that in order to do this, clear, concise records of past experience must be available. Repairs and replacements of existing equipment and buildings and anticipation of new long-range planning policies must be taken into consideration as well as changes in the teaching staff. Accurate inventories of supplies and equipment are of vital importance both as an aid in budgetmaking and in case of fire loss.

After the list of expenditures has been completed and carefully checked from the standpoint of both necessity and economy, sufficient funds must be provided to make possible its accomplishment. Past records should indicate the amounts which can be relied upon as receipts from rental of property, interest earned, donations, and the like and knowledge of the methods used by the state in distributing funds will make possible a close estimate of the amount to be received from this source.

This will leave a balance to be made up from local taxes, which divided by the assessed valuation of real property within the district will determine the tax rate to be used. If this appears out of proportion, it means, of course, that the expenditures will have to be adjusted until a proper balance is reached. Once adopted at the annual school meeting, the budget should be followed religiously, and expenditures should not be allowed to exceed the amount estimated

**BUDGET OF ESTIMATED RECEIPTS AND EXPENDITURES YEAR 1935-1936**

ESTIMATED RECEIPTS		
Surplus on Hand July 1, 1935.....		\$.....
State Aid .....		17,400.00
Tuition .....		600.00
Rentals .....		150.00
Interest on Deposits .....		100.00
Contributions and Miscellaneous Receipts.....		1,100.00
Local Tax @ \$1.44 Per Hundred.....		19,684.80
<b>Total Receipts .....</b>		<b>\$39,034.80</b>
ESTIMATED EXPENDITURES		
<i>General Control — Total.....</i>		<i>\$ 610.00</i>
Salaries .....	\$ 365.00	
Clerk .....	\$100.00	
Collector .....	175.00	
Treasurer .....	50.00	
Truant Officer .....	15.00	
Census Taker .....	25.00	
Treasurer's and Collector's Bonds...	70.00	
Associated School Boards Expense...	75.00	
Miscellaneous Expenses .....	100.00	
<i>Instruction — Total .....</i>		<i>20,425.00</i>
Salaries .....	19,925.00	
Office Expense .....	25.00	
Textbooks .....	200.00	
Supplies .....	200.00	
Miscellaneous Expenses .....	75.00	
<i>Plant Operation — Total .....</i>		<i>3,660.00</i>
Salaries — Janitors .....	2,100.00	
Fuel .....	800.00	
Light and Power.....	500.00	
Janitor's Supplies .....	125.00	
Telephone .....	60.00	
Water Rent .....	60.00	
Miscellaneous Expenses .....	15.00	
<i>Plant Maintenance — Total .....</i>		<i>375.00</i>
Upkeep of Grounds.....	100.00	
Building Repairs .....	150.00	
Heating, Lighting, and Plumbing		
Repairs .....	25.00	
Furniture and Apparatus Repairs...	50.00	
Miscellaneous Repairs .....	50.00	
<i>Auxiliary Agencies and Sundry Activities — Total .....</i>		<i>1,025.00</i>
School Library .....	500.00	
Librarian's Salary .....	400.00	
Book Repairs and Replace-		
ments .....	100.00	
Medical Inspection .....	200.00	
Athletics .....	300.00	
Miscellaneous Expenses .....	25.00	
<i>Fixed Charges — Total .....</i>		<i>313.00</i>
Insurance .....	163.00	
Fire and Boiler.....	65.00	
Compensation .....	75.00	
Public Liability .....	23.00	
Contribution to Village Library...	150.00	
<i>Debt Service — Total .....</i>		<i>11,222.00</i>
Bond Retirement .....	5,000.00	
Interest on Bonds .....	6,222.00	
<i>Capital Outlay — Total .....</i>		<i>1,085.00</i>
Improvement of Grounds.....	40.00	
Building Improvements .....	360.00	
New Furniture .....	200.00	
New Library Books.....	100.00	
Musical Instruments .....	125.00	
Playground Apparatus .....	200.00	
Miscellaneous Apparatus .....	60.00	
<b>GRAND TOTAL .....</b>		<b>\$38,715.15</b>

FIG. 1

for each individual item. This method has been followed in the local school system for the past four years and during that time the actual amount expended has not varied from the estimated amount of the budget by more than 1 per cent. Figure 1 shows the budget form adopted four years ago, the use of which has made possible this excellent record.

## State Aid and Local Taxes

In the State of New York the two most important sources of revenue are state aid and local taxes. Funds are distributed by the state to the school districts through the county treasurer's office twice a year, usually in December and March. The local tax is collected as a rule in September and October. The clerk of the board makes up the school assessment roll from the various town rolls in which the district is located and computes the individual taxes, using the tax rate adopted as part of the budget.

The completed roll is then turned over to the collector whose duty is to send out notices to all taxpayers showing the amount at which their property is assessed, the tax rate, amount of tax, date due and penalty for tardiness in payment. The collector receives the tax payments and turns the money over to the treasurer. He should be required to issue a receipt

SCHOOL DISTRICT NO. _____		COLLECTOR'S REPORT _____		MONTH OF _____	
		AMOUNT COLLECTED		TOTAL TAX	BALANCE TO COLLECT
		Current Month	Year to Date		
First Tax Installment Due	Aug. 15th				
Penalty Fees on Above					
Final Tax Installment Due	Nov. 15th				
Penalty Fees on Above					
Total Tax Collections					
Total Fees					
Grand Total - To Treasurer					

FIG. 2. TAX COLLECTOR'S REPORT

for taxes paid to him and should report to the board of education monthly (Figure 2) upon the amount collected and paid to the treasurer and the balance outstanding, with a list of delinquents. The treasurer should acknowledge the receipt of monies from the collector by a signed receipt.

The collector may be reimbursed either by a fee added to the tax or, preferably, by a straight salary in which case all fees belong to the district. In the handling of rental of property a definite schedule of rates should be

[illegible]

FIG. 3. MONTHLY REPORT OF RENTALS

adopted and responsibility for management clearly defined. Receipts should, of course, be turned over to the treasurer promptly and a monthly report (Figure 3) should be submitted by the person responsible. Income from sale of property or materials, use of telephone, etc., given to the treasurer should be accompanied by a statement showing its origin.

\*President, Board of Education, Black River, New York.



Payrolls should be made out in triplicate, (Figure 11), one copy to be retained by the supervising principal, whose duty it is to make them up, the original and second copy to be handled in the same manner as vouchers.

The bookkeeping system should be built up in conformity with reports required by the state department of education, as previously stated, and should include such additional items of information as may be useful to the board and its executive officers in the management of the school system. It should, however, be kept as simple as possible so that it may be handled by persons who are not necessarily accountants.

With this fact in mind, the following system is suggested: A voucher register should be kept which will serve as a record of all bills paid and expenditures made and the distribution of each to its proper account. It should consist of control sheets (Figure 12) covering each main budget item and subsidiary sheets (Figure 13) breaking down the items under each control item. Reference to Figure 1 will indicate the number of control and subsidiary items required. Each voucher should be entered as indicated on the control sheet and also on the subsidiary sheet under its proper heading.

At the end of every month the sheets should be totaled and checked. If the accounts are correct the totals of the separate items on each subsheet will check with the total amount of the vouchers entered, which in turn will check

system. We have found that the responsibility of the board of education lies in the adoption of a reasonable and adequate budget, collection of funds to carry out this program, appointment of an efficient collector to accomplish this, as well as a capable treasurer to handle these funds and a competent clerk to account for their disbursement. The purchasing of supplies and materials, auditing of bills and authorization of their payment is the direct responsibility of the board. Finally, and above all, great care

should be exercised that, through the actual and intelligent use of the monthly reports herein suggested, the budget should be adhered to strictly and accounts should be absolutely accurate at all times. If this procedure is followed, the board of education will be able to present a full accounting of the financial status of the school district under its supervision at any time with absolute confidence that it is safeguarded against any possible chance of fraud or error.

## The Calendar as an Aid to Administration

Howard G. Spalding<sup>1</sup>

One of the sources of efficiency in administration is to be found in careful advance planning. There is a great difference in schools and school systems in this respect. In some, little foresight exists, and most activities are undertaken as someone happens to think of them. In others there is careful and detailed planning and all members of the staff know weeks and months in advance exactly what activities are to take place and what their own responsibilities in connection with them will be.

The first, and probably the greatest, value of advance planning is that it enables the whole staff of an organization to consider carefully the entire program. The engineering department of a large public-utility corporation will have a well-studied plan for the expansion of the company's facilities. This long-term plan will be broken down into the steps by which the ultimate development is to be reached. The same should be true of a school.

In its simplest form, advance planning within a school will consist of a discussion of the courses that are to be offered during the following year and the principal extracurricular events that are to be scheduled. In a school where the faculty is well-grounded in the objectives of education and professionally minded, the planning may include a discussion of curriculum content, guidance, public relations, and other school problems. Regardless of the scope of the discussion, there should come as a result of it a more definite plan for the following year than would otherwise be attained.

There is a tendency in any school for activities to develop because of the special interest of some member of the staff, or because a group of students becomes enthusiastic about some project. While individual enthusiasm is one of the great assets of a school, the activities that result from such enthusiasm are usually undertaken because of the enthusiasm rather than because of the educative value of the activity. Further, when the interest of the group dies, the school is left with an organization or activity that may once have served a useful purpose but no longer does so.

With a limited amount of time and energy it is impossible for the school staff to do everything that needs to be done. A faculty that is engaged in an ambitious program of curriculum revision will have less time for the development of student activities. The school that devotes a large amount of time to interpreting its work to its community must expect to do less in other directions. Decisions must be made as to the directions in which the available time and energy can best be spent.

The problem of the principal or superintendent is to get as many worthwhile things as possible accomplished by the organization for which he is responsible. When new projects are being developed, there is a natural tendency upon the part of all concerned to be disturbed by any new plan. When the new event is planned for a long time in advance and has become a scheduled part of the year's activities the newness tends to disappear.

So in preparing a plan for the year's work it is necessary to decide upon the principal activities of the year. A good method of procedure is to list a number of professional problems that seem to require attention, and all public performances, athletic and social events that have occurred dur-

ing the preceding year. This list can then be made the subject of one or more faculty meetings in the spring. At these meetings suggestions for omissions or additions will be made and discussed. It will be found that certain events have outlived their usefulness in the school and that new features need to be substituted. It may be found necessary to publish a list of proposed changes and to decide upon these changes by faculty vote. Such an annual "overhaul" of the school program will be most salutary.

Another important result of careful planning is that it minimizes friction. In a school where little thought is given to the future, there are continual conflicts between activities. Two organizations require the use of the same rooms or the same instructors at the same time. Two classes choose the same date for social events. The music department's operetta encroaches upon the financial success of the dramatic department's plays. These and many other conflicts arise when insufficient foresight is exercised. Each incident is likely to be accompanied by ill-feeling between members of the staff which is detrimental to the harmony of the school.

Teachers rightly resent being called upon frequently on short notice to supervise evening affairs or to work on committees. Further, unless a balanced plan of assignments is developed, it will be found that the more able and willing members of the faculty are doing most of the work about the school and that an unfair distribution of the total load prevails.

The best form in which to keep a well-organized outline of the plan of the year's activities is a calendar.

After the first step in the preparation of the calendar has been completed and the principal activities for the year have been decided upon, tentative dates will be assigned to these events. In making these assignments the convenience of the sponsors of the various activities should be considered and they should be asked to indicate the number of people that will be required to assist them in carrying through the event. The assignment of dates will, of course, consider conflicts with other school meetings and community events.

When the dates have been tentatively assigned, it is advisable to submit the list of all events which will require faculty supervision to all members of the faculty with a request that they indicate in the order of preference the ones in which they wish to participate. From these returns it is possible to make assignments that will be most satisfactory to the individuals concerned and at the same time cover adequately all of the events. By working in this manner it is also possible to equalize the extracurricular load by giving additional supervisory assignments to those members of the faculty who are not otherwise active in extracurricular work.

To work efficiently it is necessary for the principal to have a personal calendar including much additional detail. Perhaps the most convenient form for such a calendar is a manila folder in which is bound, from the top, a sheet for each week of the school year. At the top of each sheet is the number of the week, as "First Week," "Second Week." Along the left side of the sheet, spaced in equal divisions down the page, will be entered the days of the week and of the month, as "Monday, September 16." It will be found

COST STATEMENT				
MONTH OF				
SCHOOL DISTRICT NO.	Current Month	Year to Date	Allowance	Balance
<b>GENERAL PURPOSES - TOTAL</b>				
Salaries				
Travel & Coll. Bonds				
Associated School Boards Exp.				
Rep. Exp.				
<b>INSTRUCTION - TOTAL</b>				
Salaries				
Retirement Fund				
Office Expense				
Textbooks				
Supplies				
Rep. Exp.				
<b>PLANT OPERATION - TOTAL</b>				
Salaries				
Fuel				
Light and Power				
Janitor's Supplies				
Telephone				
Water Rent				
Rep. Exp.				
<b>PLANT MAINTENANCE - TOTAL</b>				
Upkeep of Grounds				
Building Repairs				
Heat, Light & Plumbing Repairs				
Furniture and Apparatus Repairs				
Rep. Repairs and Repairs				
Rep. Repairs and Repairs				
<b>LIBRARY AND SCHOOL ACT. - TOTAL</b>				
School Library				
School Inspection				
Activities				
Rep. Exp.				
<b>PRINCIPAL - TOTAL</b>				
Principal				
Principal's Library				
<b>OTHER EMPLOYEES - TOTAL</b>				
Food Retirement				
Interest on Bonds				
Short-Term Loan Payment & Int.				
<b>CAVITY - TOTAL</b>				
Improvement of Grounds				
Improvement of Buildings				
Rep. Furniture and Apparatus				
Rep.				
<b>GRAND TOTAL</b>				
Less Retirement Fund				
<b>TOTAL CASH EXPENDITURE</b>				

FIG. 14. MONTHLY COST REPORT

with the total of the control item on the control sheet under this heading. The control item must, of course, check with the total of the vouchers paid during the month which in turn must check with the total expenditures shown in the treasurer's report. This insures a double check on both the clerk's and treasurer's records monthly.

### Noting Expenditures and Balances

A monthly report which shows clearly and definitely the expenditures and balances left in the budget is of vital importance in the efficient management of the school system. This should show not only the record for the current month but also that for the school year to date. It will be noted that the one suggested (Figure 14) follows exactly the form of the budget setup and serves not only as a record of past expenditures but as a guide for those in the future as well. Together with the collector's and treasurer's reports it affords an ample check for the board of education on the accuracy of the accounts kept by its appointive officers.

In conclusion, it is readily apparent that the success of an accounting procedure for any school system depends upon the accuracy and scope of the records kept. The budget may be regarded as the alpha and omega of the entire

<sup>1</sup>Principal, North Plainfield High School, North Plainfield, New Jersey.

desirable to have two or three carbons of this calendar made so that worksheets will be available. A specimen page of the completed calendar appears below.

#### Fourth Week

##### Monday, September 23

Seating charts due in office this morning.  
Students fill out duplicate copies of program.  
Homeroom teachers prepare study-hall lists.  
Due Friday.  
Faculty meeting—Guidance plans.

##### Tuesday, September 24

Senior Committee Dinner 6:30 p.m.  
Call meeting of Treasurers to explain accounting system.  
American Problems—4th Period.  
E. E. History—6th Period.  
Social-Science Department meeting, 3:15 p.m.

##### Wednesday, September 25

Parent-Teacher Association meeting, 8:00 p.m.  
Civics—2nd Period.  
Advanced World History—4th Period.

##### Thursday, September 26

Administer reading test. Lengthen H.R. Period. 10 minutes.  
English IV—6th Period.

##### Friday, September 27

Assembly, Mr. Cameron Beck, Director, New York Stock Exchange Institute.  
N.E.A., P.T.A., N.J.S.T.A. dues in today.  
Study-hall lists due from H.R. teachers today.

##### Saturday, September 28

Football—Westfield, Mr. Harlow, Mr. Brown, Mr. Ware.

The procedure in making up the calendar will be roughly as follows: First the fixed dates, holidays, and vacations will be entered. The dates of faculty meetings for the year with the topic and speakers, so far as they can be planned in advance, will be listed. The dates of marking period endings and the accompanying dates for completing records, issuing and returning reports will be added. Next, the main events of the year, with the committee assignments that have been made will be included. Early in the year it will be possible to add the athletic schedules, at least for the first semester, with the assignments of the people who are to cover each event. The schedule of assembly programs is another important item that should appear.

As these details are worked into the calendar, many opportunities for eliminating conflicts and improving the balance of the year's work will appear. Thus, it is possible to schedule certain duties, such as the grading and recording of intelligence-test data at a time when no other special work is expected. Or it will be found that the athletic and social programs, which have been worked out separately, require adjustment.

The calendar, as finally published to the faculty, will contain only those items that are of concern to a considerable number of teachers. However, the principal's own copy will serve as a source of reminders for events throughout the year. On it may be entered the dates and plans for departmental and committee meetings that are to be called, plans for class visitation, the dates of speaking engagements, reminders to invite certain honor guests for assemblies, to start work on certain studies or reports or to check on conditions that might otherwise be overlooked. The detailed entries on the calendar will also be found useful in dictating the weekly bulletin.

There is a question as to just how far it is wise definitely to schedule some activities. The amount of detail to be included in the calendar will depend to a considerable extent upon the work habits of the person using it. However, experience will show that when a faculty becomes habituated to "getting it in the calendar" a smoother-running school results.

Among the items that appeared on calendars that have been studied are the following, divided into convenient classes. This will be found a convenient check list for use in preparing a calendar for a high school of one to two thousand enrollment. Most of these items will be included in the calendar, though those related to opening and closing of school may be covered by separate bulletins.

#### Activities Pertaining to the Opening and Organization of School

Instruction of new teachers in details of school routine.  
Report of class size on form for that purpose.  
Report of homeroom enrollment.

Preparation of tuition lists.  
Assignment of locks and lockers.  
Assignment to lunch periods.  
Assignment of assembly seats.  
Requests for books and equipment.  
Securing of residence data for school directory.  
Preparation of seating charts for class sections.  
Publication of regulations governing teachers and students.  
Instructions concerning school regulations—traffic, attendance, "lost and found," etc.  
Request for convenience room changes.  
Preparation of schedule cards.  
Check on vaccination certificates, birth certificates.

#### Activities Occurring Periodically Throughout the Year

PTA meetings.  
Assembly programs.  
Closing of marking periods and entry of grades.  
Issuance and return of report cards.  
Fire drills.  
Attendance reports and check of registers.  
Issuance of honor roll.  
Publication of paper.  
Auditing of extracurricular activity accounts.  
Auditing of cafeteria accounts.  
Banking.  
Complete inspection of building and grounds.  
Eligibility lists.

#### Nonrecurring Activities

Social events—dances, plays, athletic events, etc.  
Preparation of lists of students lacking IQ data.  
Preparation of age-grade data.

Administration of tests, and recording of results.  
Collection of NEA, PTA and state association dues.  
Check on payment of Accrediting Association, Athletic Association, and other dues to avoid loss of membership.  
Drives—student tickets or individual organizations.  
Instruction of student treasurers.  
Publication of eligibility rules.  
Clean-up of desks and lockers.  
Medical examinations, with attendant health forms.  
Sport-participation examinations.  
Examination questions submitted to office.  
Issuance of examination schedule, with proctoring assignments.  
Plan of guidance for election of subjects.  
Preparation of advance election of program.  
Organization of special College Board classes.

#### Activities Pertaining to the Close of School

Preparation of probable list of graduates.  
Check on status of probable graduates and notify parents of shortage.  
Publish bases for awards and determine winners of awards.  
Compute class standings.  
Organize and supervise commencement committee.  
Prepare supply lists for next year.  
Prepare book lists for next year.  
Prepare repair lists.  
Audit and file all student account books.  
Secure payment of bills against students.  
Secure mailing addresses of teachers.  
Complete book check.  
Prepare diplomas and attendance certificates.  
Check in registers.  
Complete office records.  
Prepare annual report.

## Social and Civic Composition of South Dakota Boards of Education

J. W. Jones<sup>1</sup>

Our public-school system has been "under fire" during the past few years. In times of depression, tax-supported institutions, and especially public schools, are usually subject to sharp criticism. The rapidly passing depression has been no exception in this respect.

Most of the critics are concerned primarily about the cost of maintaining and operating the schools, but some have attacked the entire program and management of education.

Educators, administrators, and teachers have had to bear the brunt of this barrage of criticism. Seldom has it been aimed at that body of men who really control the program of education, the school board. Seldom does the public realize that, though the activities within the school are under the direct control of the administrator and teacher, their attitudes, aims, and ideals are influenced by the attitudes, aims, and ideals of the board that employs them.

Who are those individuals that control the policies of education? To whom do we entrust the direction of the education of the youth of our land? What training do they have for their responsibilities? What attitude do they manifest toward certain modern educational practices? How much time do they spend in the discharge of their duties? Are they leaders in their communities? What are their occupations or professions?

In an attempt to answer these questions and many others, studies of the civic and social composition of school boards of South Dakota were undertaken in 1931 and 1935. Comparatively few studies, only one other in this state, have been made of the personnel of the school board.

The questionnaire method was used in collecting the data in this survey. A personal letter, with a two-page questionnaire, was sent to 382 superintendents of schools in South Dakota. Returns were received from 221, somewhat more than 57 per cent.

#### Results of the 1931 Study

The following conclusions were drawn by the writer from the data collected:

1. The tenure in office of board members ranged from 1 to 44 years. The median length of service was 4.09 years. Approximately one half of the members had served less than three years.

2. The median number of school-board meetings held per year was 12.3. The total range in number of meetings held was from 1 to 26. Meetings were held regularly, once a month being the common practice.

3. The board meetings range in length from 31 minutes to 5 hours, 138 minutes being the median.

4. Eighty-six per cent of the school boards included in this study had 5 members; 16 per cent had 3 members. The size of school boards is set by law in South Dakota.

5. School-board members in South Dakota receive no compensation.

6. Only 34 per cent of the school boards studied maintained a complete salary schedule for employees.

7. Thirty-five per cent of the superintendents were given authority to recommend teachers for election or re-election. In 49 per cent of the schools, the board assisted the superintendent in this function, and in 15 per cent of the cases the superintendent was not permitted to assist in selecting teachers.

8. South Dakota school boards are willing to provide necessary school supplies.

9. Sixteen per cent of the school boards have planned a building program.

10. Thirty per cent of the school buildings were overcrowded.

11. Superintendents considered new buildings, additions to buildings, more and better qualified teachers, and higher salaries the most needed improvements that the board could make in the status of education in their communities. A total of 185 improvements were suggested.

12. Ten per cent of all members were women. Eight school-board presidents were women. The cities above 5,000 in population elected 13 per cent women to school boards.

13. The median age of school-board members was 46.6 years. The range in ages was from 25 to 79 years. Most of the members were included between the ages of 35 and 65.

14. Ninety-eight per cent of the board members were married. Seventy-seven per cent of the members had children in school.

15. One third of the members had only an eighth-grade education; one sixth had only a twelfth-grade education; and one tenth had four years of college.

16. Seven per cent of the members were foreign-born.

17. Forty-three per cent of all members were farmers; 25 per cent were engaged as proprietors.

18. Seventy-eight per cent of all members showed preference for the Republican party; 21 per cent for the Democratic. No other parties were reported (1931).

19. About one fourth of the members read educational literature.

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20. Eighty-seven per cent of all members belong to a church.

21. One member in nine had previously been a school teacher.

22. Six hundred and fifteen board members were reported as members of civic and social organizations. Forty-five different organizations were reported.

#### Changed Conditions in 1935

A second survey was made in 1935. The purpose of this study was to discover what effects the depression had upon the personnel of the school board and its policies.

The questionnaire was sent to 95 superintendents who had been in their positions since the first survey in 1931. Returns were received from 74. The following conclusions were drawn from the data received:

1. Since 1931 the membership of 74 per cent of the boards had changed.

2. Younger members were elected to 61 per cent of the boards and older men in 9 per cent of the cases.

3. Eight boards had more women members in 1935 than in 1931.

4. Approximately 50 per cent of the new members were better educated than their predecessors.

5. Five boards contained members who were unemployed.

6. Superintendents expressed the opinion that 55 per cent of the boards displayed no more interest in partisan politics than prior to the depression.

7. Approximately 60 per cent of the school boards were more interested in improvement of education since the economic and social crisis.

8. Seventy per cent of the boards in this study had reduced the budget for school supplies.

9. Ninety-five boards had reduced the salaries of teachers since 1931. Only 20 per cent of these boards maintained a salary schedule.

10. Thirteen per cent of the schools had added teachers to the staff during the four years between 1931 and 1935. The number added ranged from 1 to 4.

11. Fifty-one per cent of the schools suffered reductions in the teaching staff. The number reduced ranged from 1 to 10.

12. Seventy-three per cent of the superintendents reported an increased teaching load.

13. Eighty-two per cent of the boards elected teachers with more training and 55 per cent elected teachers with more experience.

14. Fifty-one per cent of the superintendents recommended teachers for election or re-election in 1935. In only 1 per cent was the superintendent refused this authority.

15. According to opinions offered by superintendents, school boards are more conservative, but are no longer making drastic reductions that they made in the earliest years of the depression. Cuts in salaries and reductions in the staff of teachers are being restored slowly. More interest is shown in school affairs and greater confidence is placed in the school officials.

A typical member of a board of education in South Dakota is a married man, 46 years of age, a farmer who owns real estate and who has children in school, a graduate of the eighth grade, and has served four years on the board. He is conservative, is an American-born citizen, and shows preference for the Republican party. He is a church member and a lodge member; he does not read educational literature. Once a month he attends a board meeting which is two hours and fifteen minutes in length.

#### Some Suggestions

After a critical analysis of the qualifications and activities of South Dakota school-board members, as revealed by this study, the writer offers certain recommendations.

1. The school board should meet once a month to transact the regular business of the school. Most South Dakota boards do not have enough business to warrant scheduling more frequent meetings, except when special subjects are under consideration.

2. Board meetings should be brief; probably an hour to an hour and a half would be sufficient for the regular business meeting. To make it possible to conduct all the business of the school

in this length of time, the procedure of the meeting should be definitely planned and outlined by the superintendent of schools.

3. All school boards should adopt a salary schedule for employees to protect themselves, the employees, and to make possible a more correct estimate of the budget.

4. The superintendent of schools should have the authority to name members of his staff for re-election, and recommend new teachers for election. Since he is held responsible for results in the school, he should be allowed to select his co-workers.

5. School boards should make every possible effort to alleviate overcrowded school buildings. To fail to do so defeats the aim of our public schools and injures the greatest possible educational opportunity for every child.

6. School-board members should serve longer

terms. Maximum efficiency as a member cannot be reached until the member becomes familiar with the needs of education, the educational policies of the local organization, and the state school laws and regulations. A large percentage of South Dakota school-board members' tenure in office is terminated before that efficiency is reached. Very long terms are also inadvisable. Such members tend to become dictatorial.

7. The school electorate should choose both men and women to represent them on the school board. Women understand the handling of children and teaching problems better than men, while men are better fitted to cope with school finances.

8. School-board members should read educational literature. Our educational program is ever changing, and to keep abreast of these changes in thought and activity requires reading of educational books and magazines.

## The Functional Concept of School Architecture<sup>1</sup>

Wallace K. Harrison, Architect, New York City

In the immediate past the internal arrangement of the school building was subordinated to a romantic admiration of façades of former architectural styles. In the colleges, the monastic period was the ideal. Look at our Gothic portals of higher learning! During the past 30 years the builders of schools unconsciously took their cue from the false idea that in our colonial buildings would be found the inspiration for the future. Colonial doorways and Jeffersonian columns were their signposts.

In the small, simple, uncomplicated plant of the eighties this was a good solution, but as the school system changed, it outgrew the exteriors of the buildings, which became mere restricting shells housing the youth of a new world. The rooms of a building were fitted into an envelope, determined by the choice of an exterior style such as Gothic or Renaissance, often to the detriment of the real function of the building. Only when we think the culture of a former civilization superior to ours are we justified in placing that type of building before our children as a model. We have but to think for a moment of the size of windows in these styles of architecture, and the resultant eyestrain, to realize the fundamental error of that quixotic approach.

#### Interior Utility Must Take Precedence

Today's pedagogical system demands that interior utility take precedence over external design and that we employ every known device to improve the health and protect the lives of the new generation. What we think is proper today is entirely different from what has been held the only suitable form in the past. We are able to forget about outworn architectural reference to the medieval college, to the eighteenth-century meeting house; we go directly to the present problem and ask what sort of school is needed; how can the school best function?

The definition of "function" in the *Oxford Dictionary* is "The special kind of activity proper to anything, the mode of action by which it achieves its purpose." Today the meaning of these words as applied to school architecture depends on what is considered proper, and we have come to discount the parts of the school building that are not of paramount importance. It is in this sense of the word "functional" that the modern movement adopted it for its own use.

The movement started in Europe about 1900 and has expanded since the Great War under such leaders as Mies van der Rohe, Gropius, Corbusier, Oud, Tengbaum, and Asplund. Reverting to the Greek creed that form follows function, these men (inspired by Louis Sullivan and Frank Lloyd Wright in this country) developed an ideal. They built modern schools while we built bigger schools. We spent billions hurriedly; they spent millions slowly and wisely.

<sup>1</sup>An address delivered as a part of a symposium on School Architecture at the Department of Superintendence, St. Louis, February 24, 1936.

#### The Considerations Involved

Lescaze has listed the order in which the modern building problems are approached; first the program, next the site, the floor plan, the façade, the materials, and the financing. In this scheme, I would, however, be inclined to place financing first. The problem has two sides: the first, naturally, is the original cost; the second is upkeep. It is here that modern architecture, with its modern materials, shows one of its chief advantages. Upkeep can be cut materially but this point of view must be kept well in mind when the plans are drawn. The running cost must be taken into consideration when the building costs are established. An expensive building does not necessarily mean one that requires less upkeep; this depends on many factors. For example, where it is possible to eliminate a painted surface the increased original cost may be paid for if the budget is considered from a long-term angle.

While I have said I would put finance first, this consideration is really only a subheading under another more important subject: the school program is subsidiary to the community program as a whole. You cannot consider a school plan without first considering the town plan with all its social implications. I agree that there should be a member of the board of education on every town planning commission. The school should bring park space into the town or should be placed in existing park spaces. Before considering building a school, an expert in school organization should study the problem, for sometimes it is not a new school that is needed but a revamping of the educational system.

#### The Schools as Public Forums

But, what do we mean by the community? How do we understand the present-day reality? Not by reading of historical communities from books—the feudal community was one thing, the industrial is another. What is today's, what tomorrow's in this changing world? What should we build for? My answer to these questions is predicated on James Harvey Robinson's statement that "Man has been progressing for thousands of years but it is practically only in our day that he came to wish for progress and entirely within our own day that he came to see that he could voluntarily progress." This progress of which we are so conscious ties the school to the community. The school is the future; it is the lifeblood of the community.

The Romans centered their towns around the forums. The schools of today must become our forums. We cannot think of the school as a place to prepare the child for a static adult life that is predetermined and in a fixed mold. We are making the community of tomorrow with the schools of today. The school is the place where the future world is built.

There are two types of school plans—the open and the closed. The closed plan is one where every part of the school is placed as directed by

the original cost and cost of maintenance. The old square plan with an auditorium surrounded by classrooms is a well-known example. The open plan is one in which the function of the rooms is as important as the original cost, where the relation of the auditorium to the community is considered, and where easier control and access are provided. In an open type of plan the needs of a community are more easily met. In a separate unit it is easier to open the auditorium at night and close the school so the public doesn't have to pass through the school proper. When thinking of the modern plan, one questions whether large units such as auditoriums will continue to exist; or, with the trend in education toward doing rather than listening, will open floors, with changeable partitions and amplifier equipment supersede them?

Let me list the demands the school must satisfy in every community. First it is a shelter, next a machine to transmit the experience of the human race to the pupil, and lastly a permanent cultural example and lesson to the community. They used to say at Williamstown—"Education consisted of Mark Hopkins on one end of a log and the pupil on the other." Today we have many new methods to elaborate this principle—administration by telephone, radios, movies with sound projection (this is the finest method of transmitting thought and experience to the masses since the invention of the printing press), and soon we have been promised television.

#### New Construction Materials

We must remember that in the past ten years we have also developed a new vocabulary to assist the architect—new methods of construction, new materials, perfection of mechanical devices, air conditioning, soundproofing, and heat control, to mention only a few. With these new tools, properly

employed, the architect is equipped to solve the functional problem of the school building. We can confront the new issues with a background of 40 years' experience in the technique of building. We have built so much and have learned from our failures.

The word "modern" is apt to be synonymous with "ugly" in the minds of many people. It is an idiom that, like any other, can and has been misused. The beauty of a building depends upon its proportions, not upon some recognizable and familiar decoration. I don't discount the immense value of beauty in a school building, I take it for granted that we all consider that our school buildings should set standards of splendid architecture so that all may see what America thinks of her youth and how she would influence them. What can be more forming than living long school hours in fine rooms and playing about a building that is beautifully proportioned. It is better than any course in art.

I want to point to a new influence that will necessarily replace the point of view which considers the architecture of the sixteenth century, of Oxford and Cambridge, as the highest point reached in scholastic buildings. I want to draw on the inspiration of a growing art, the coming mode, and not on one that is long since dead and discarded. Our schools must march forward and not look backward. I wish I could give a formula for achieving that beauty for which we all long. I know that there are several laws which govern the creation of beauty. One of these is integrity of purpose. Imitation has never given really fine results. For this reason, I think we have the right to expect much from the modern point of view. Beautiful buildings have been built in the modern style by European architects. It can't be long before Americans will equal and surpass their work.

## The Care of Blackboards

Horace A. Frommelt, M.A., E.E.

Users of blackboards frequently do not obtain the best results because of wrong methods of care. Cleaning of blackboards ranks next to their installation in determining results. Blackboards should be looked after with at least as great care as floors, walls, desks, and other permanent items in the school. The following discussion, which applies to both natural slate and manufactured blackboards is based upon an entirely impartial survey. This information will enable schools to save much of what is ordinarily expended for new blackboards and their upkeep.

Blackboards, whether natural slate or manufactured, require proper care to give good and continued service. A streaked and very light gray (almost white) writing surface is the most common condition of an improperly cared for blackboard. In addition to their efficiency, clean blackboards, clean erasers, and clean chalk troughs are incentives to good schoolroom work. Blackboards and erasers used daily should be cleaned daily. An extra set of erasers which may be cleaned while the other set is in use will more than pay for itself in blackboard saving.

There are several important cautions to be observed in the care of blackboards. About the most important feature is the breaking-in; another is the best method of cleaning; a third is the use of correct blackboard crayons; and a fourth, precautions in the use of certain materials on the boards.

All blackboards when new write and erase with a little more difficulty than they do after undergoing a period of regular schoolroom use. In order to get the highest efficiency during the first few days of use and ultimately the greatest amount of satisfaction, it is best to break in the board before writing on it. This process is very simple and requires little time. A broken-in board, although not a dead black, is free from any glare and has a sufficiently black writing surface. It also assures easy reading from any point in the room with less eyestrain than a jet-black surface.

Let us assume that the installer of the boards has removed all plaster spottings, room dust, etc. First go over the blackboard to be broken in with a dry cloth to make certain that there is no moisture on the surface. Moisture causes chalk dust to stick to the writing surface and this makes erasing difficult. In a new building especially, there is usually considerable condensed moisture on the surface.

Second, cover the surface of the board with chalk, using the long side of a good quality, soft blackboard

crayon. If the crayon has a glazed or enameled surface, this should be scraped off to prevent scratching the board.

Now go over the blackboard with an eraser, rubbing the chalk into the surface. It is not necessary to exert pressure on the eraser, but simply be certain that every spot on the blackboard surface is thoroughly covered with crayon. Erase this with a clean eraser until the blackboard has a slightly gray color. This makes a very practical writing surface on which crayon marks show up in good contrast and without light reflections. If a darker surface is desired, wipe the blackboard with a clean, untreated soft cotton cloth or a chamois skin. It is, however, a mistaken idea that a blackboard must be coal black to provide the best writing surface.

The three procedures are, briefly stated: (1) Chalk over entire surface using long side of crayon. (2) Work crayon into surface of blackboard with an ordinary blackboard eraser. (3) Erase the blackboard using a clean blackboard eraser supplemented with a chamois skin or a dry, soft, clean cloth. Do not leave the chalk on the board overnight. The broken-in blackboard offers a practical writing surface easy to write on and from which the chalk marks are readily erased. It does not reflect light and therefore reduces eyestrain. It gives the best background for the easiest visibility of all writing from any part of the room.

In the previous discussion no mention was made of washing or of preparations for the boards. These should be avoided as being detrimental. The dry-cleaning method is by far the best. Washing any kind of blackboard is the cause of most blackboard troubles. Many boards are injured by washing before they have been given an opportunity to fulfill the claims made for them. Water applied to a chalk-covered blackboard leaves streaks which give the blackboard a very untidy appearance. Besides that, each water treatment given the writing surface is paving the way for future blackboard difficulties.

There are many different brands of blackboard crayons. Even if the crayon used is of the best quality, washing is detrimental to the writing surface and if the crayon is of poor quality the effects of washing are more serious. All blackboard crayons contain a binder which binds or holds the particles of whitening or chalk together. When applied to a blackboard, the surface of which is covered with chalk dust, the water combines with the binder and forms a gluey

substance which adheres to the surface. After repeated washings, the accumulations of this dried, gluey substance make the blackboard rough and scaly and quite generally unfit for good writing service. About the only remedy for a blackboard in such a condition is a grinding and restaining or a resurfacing process which costs considerable if effectively done.

Local classroom conditions also affect erasing of blackboards. An excessive amount of moisture in the air tends to cement the crayon marks just as if water had been applied to it. The same condition exists in many new buildings until they are thoroughly dried out. Any chalk marks made on the blackboard at this time will practically be glued to it, and especially so if they are allowed to remain overnight. To remove any marks which cannot be removed by ordinary erasing, cover the area with crayon, using the long side of the crayon, and work it in to the surface with a blackboard eraser by as vigorous a rubbing as is necessary to remove the marks. Erase finally with a chamois skin or a clean, soft cloth.

Blackboard cleaners and blackboard cloths are detrimental to the writing surface because they usually contain such harmful substances as caustic soda or oils. Although present in small quantities in each package, repeated doses are certain to harm the blackboard surface.

Oil should not be applied in any form to the blackboard surface. Oil fills the pores reducing the "bite" of the blackboard to a minimum. The result is a slick surface over which the crayon slips without making a mark, or at best, the mark is very indistinct. Blackboards on which oil in any form is used become glossy, bad light reflection results, making effective teaching from blackboards impossible. So-called blackboard cloths which invariably contain oil in some form, should not be used.

#### CLASS SIZES IN PUBLIC SCHOOLS OF 61 CITIES OF THE UNITED STATES

The educational research division of the National Education Association has issued a report, on class sizes in public schools in 61 cities over 100,000 population.

According to the report, a policy of maintaining smaller classes than were organized the previous school year was reported in 1930-31 for elementary schools by 5 cities, or 11.6 per cent of the 43 cities replying to a question on this subject. Similarly smaller classes were reported for junior high schools in 3 cities, or 8.3 per cent of the 36 cities replying. Smaller classes were also reported for senior high schools in 3 cities, or 6.8 per cent of the 44 cities reporting. In 26 cities the same size of class was reported for elementary schools in 25 cities, or 58.2 per cent of the 43 cities reporting.

In 22 cities, the same size of class was reported for junior high schools, or 61.1 per cent of the 36 cities reporting. In 28 cities the same size of class was reported for senior high schools, or 63.6 per cent of the 44 cities reporting.

In 13 cities larger classes were reported for elementary schools, or 30.2 per cent of the 43 cities reporting. In 11 cities larger classes were reported for junior high schools, or 30.6 per cent of the 36 cities reporting. In 13 cities larger classes were reported for senior high schools, or 29.6 per cent of the 44 cities reporting.

A policy of maintaining smaller classes was reported in 1935-36 for elementary schools by 9 cities, or 18 per cent of the 50 cities reporting. Similarly, 8 cities reported smaller classes for junior high schools, or 17.8 per cent of the 45 cities reporting. Ten cities reported smaller classes for senior high schools, or 18.9 per cent of the 53 cities reporting.

A policy of maintaining the same size of class for elementary schools was reported by 40 cities, or 80 per cent of the 50 cities reporting. Similarly, 34 cities reported the same size of classes for the junior high schools, or 75.5 per cent of the 45 cities reporting.

Larger classes were reported for elementary schools by 1 city, or 2 per cent of the 50 cities reporting. Similarly, 3 cities reported larger classes for junior high schools, or 6.7 of the 45 cities reporting. Two cities reported larger classes for senior high schools, or 3.8 per cent of the 53 cities reporting.

In a study of the median size of classes in five divisions of the school system among cities of more than 100,000 population, it was shown that in 1930-31, the median number of pupils in kindergartens in 35 cities was 34.6. In 1935-36, the corresponding figure for 46 cities was 31.0 pupils. In 1930-31, the median number of pupils in elementary grades in 43 cities was 36.9. In 1935-36, the corresponding figure was 36.4 pupils for 54 cities. In 1930-31, the median number of pupils in atypical classes in 39 cities was 17.5 pupils. In 1935-36, the corresponding figure was 19.4 pupils for 51 cities. In 1930-31, the median number of pupils in junior high schools in 33 cities was 32.2 per cent. In 1935-36, the corresponding figure was 35.1 pupils for 44 cities. In 1930-31, the median number of pupils in senior high schools in 31 cities was 28.5 pupils. In 1935-36, the corresponding figure was 31.4 pupils for 50 cities.



GENERAL EXTERIOR VIEW, GRANT UNION HIGH SCHOOL, NORTH SACRAMENTO, CALIFORNIA  
Harry J. Devine, Architect, Sacramento, California.

## A California Rural School

The Grant Union High School, near North Sacramento, California

F. Leland Elam

Take a look at an up-to-the-minute school building — the Grant Union High School, near North Sacramento, California, which serves 850 pupils residing in the agricultural area adjacent to that city. It is a country high school, but it boasts a long list of ultra-modern features which any metropolitan high school would covet.

The school district was organized in 1933 to accommodate students living in eleven grammar-school districts located in farming areas, who were traveling many miles each day to attend other high schools. The first term the students were housed in a 15-room wooden structure. With the opening of the school term in September, 1935, the students were taken into a modern and well-equipped school building.

Besides seventeen classrooms in the new building there is a little theater; a large auditorium, completely fitted up for stage productions, talking pictures, musicals and radio programs, with a pipe organ; an interroom radio-communication system; a big swimming pool, with its own water-filtration plant; a gymnasium; modern playgrounds and athletic fields; an up-to-date cafeteria and kitchen; a wide variety of gas and electric appliances, including gas-heating equipment; electric clocks in all rooms; modern, direct lighting; a paved parking area for students' and teachers' automobiles; and bicycle-parking racks. Even the flagpole is extraordinary. It is topped with a spread eagle worked out in neon tubing thirty times as bright as regular neon.

The school occupies a 30-acre tract. In addition to the space required by the buildings and setting, the site provides six acres for an athletic field on which is the football field and track, six acres for a baseball field, three acres on which is located a girls' playground, four tennis courts, four volleyball courts, one handball court, four horseshoe courts, and a 50 by 120 swimming pool.

The swimming pool was one of the triumphs of the board of trustees of the school. The pool is of concrete construction with a capacity of

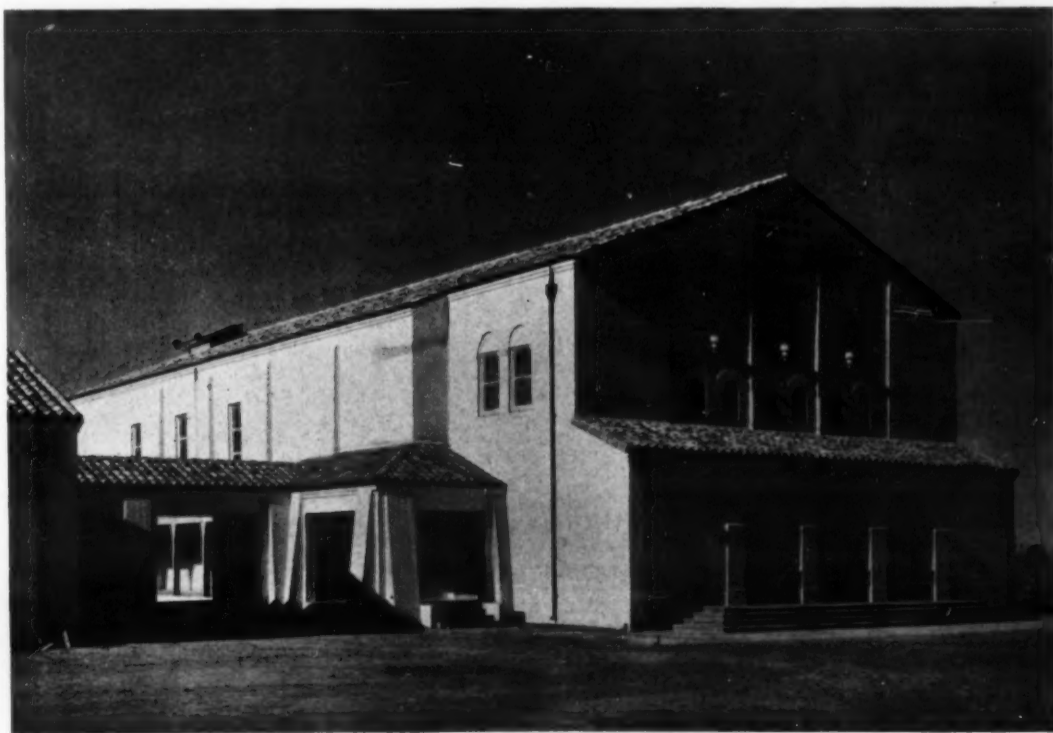
290,000 gallons, which capacity changes  $3\frac{1}{2}$  times each day. It is open from March 1 to November 1 each year.

The school is built of reinforced concrete, making it earthquakeproof and meeting all the exacting state earthquake school laws. It is finished in white, and the roof is red tile.

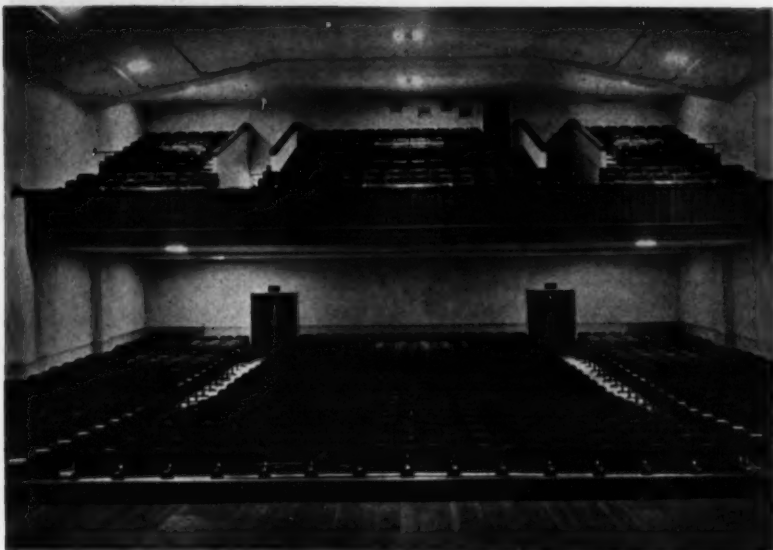
Throughout the building special pains have been taken to provide instructional conveniences for teachers as well as pupils. Built-in cabinets, book and supply shelves, utility closets or storerooms,

and plenty of bulletin-board space have been furnished for each classroom. There are also a number of specially designed exhibition cases, student work files, and visual-aid storage provisions.

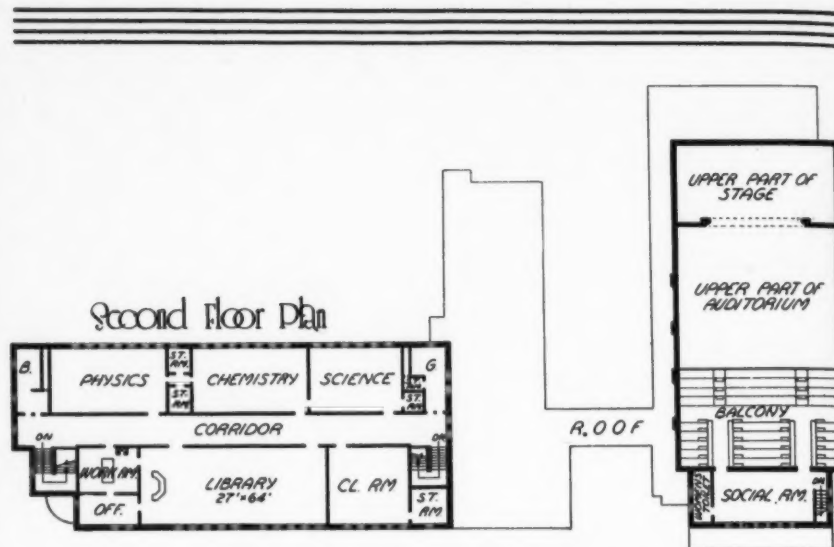
Special attention has been given to the artificial illumination of the rooms; this is with a view of meeting the requirements of the most exacting standards. Regular classrooms have six 300-watt lamps, instead of the customary lights of 200-watt strength. The fixtures were selected with a view of preventing both glare and insufficient bril-



EXTERIOR VIEW OF AUDITORIUM, GRANT UNION HIGH SCHOOL, NORTH SACRAMENTO, CALIFORNIA  
Harry J. Devine, Architect, Sacramento, California.



AUDITORIUM LOOKING FROM THE STAGE, GRANT UNION HIGH SCHOOL, NORTH SACRAMENTO, CALIFORNIA



GRANT UNION HIGH SCHOOL, NORTH SACRAMENTO, CALIFORNIA  
Harry J. Devine, Architect, Sacramento, California.

liancy in any section of the rooms. Artistic fixtures have been used throughout.

All classrooms except specialized rooms are 32 by 28 feet in size. They are equipped to handle as many as 40 students, although classes average from 25 to 30.

In planning the building, major considerations were given to curriculum needs and possible efficiency in utilization. Recognition was accorded to modern tendencies in the direction of increasing emphasis upon the preparation of young people for active participation in civic, economic, and social life of the community in which the school is located, and to help fit them to earn their own way in present-day business life.

Specialized activity rooms include an auditorium seating 1,200 persons, and a gymnasium. The gymnasium and auditorium, to keep sounds of activities in them from reaching the main classrooms, are each separated from the main building by a cloister. Each is located at opposite ends of the main building.

The auditorium is virtually a theater. It has a fully equipped stage with full gridiron, individually counterweighted drops, and preset switchboard, with full dimming capacity for controlling stage and house lighting. The stage is 60 by 32 feet. The lighting system will produce almost countless effects. General illumination is provided by 20 in-built fixtures, flush with the ceiling. Lighting panels are on the walls. There are 1,200 self-rising seats with velour backs, including those in the balcony. There is a projection room wired for talking pictures. The sound system for talkies can be hooked up with radio receiving set to amplify broadcasts. The ceiling and walls are treated with acoustic plaster. To the rear of the balcony over

the foyer is a room used for women's club activities in the school. The auditorium is equipped with an organ operated by electric power and is the first of its kind in Northern California.

To the rear of the stage a boys' dressing room, girls' dressing room and toilet, a men's toilet, and a property room have been provided. On the left of the entry to the foyer there is a ticket office. Two side exits have been provided from the auditorium proper.

The gymnasium can be divided into two equal parts by the use of motorized sliding doors which extend from floor to ceiling. This provided a boys' and girls' gymnasium for physical-education classes. Two small basketball courts each for both boys and girls are thus afforded. The partition is rolled back to form a collegiate-size court.

Auxiliary rooms include at the girls' end, a shower room with individual showers, a locker room with individual lockers, a restroom, lavatory, bleacher storage room, storeroom, and coaches' room and office.

At the boys' end are found a locker room, gang showers, team room, lavatory, storeroom, equipment room, and coaches' room and office. All rooms in these two sections have cement floors. Provisions are made for drying and storage of athletic clothes. A portable public-speaker system is provided for games both in the gymnasium and on the athletic fields.

The main building houses on the first floor, a cooking room, sewing room, three commercial-department rooms, little theater, art room, history room, two other classrooms, radio-control room, main office, principal's office, boiler room, boys' and girls' lavatories, rooms for the men and women teachers, and a book and supply store-room.

On the second floor are found three science rooms, the library, a classroom, a workroom and office for the library, as well as lavatories for boys and girls.

The little theater or creative English room, has a stage equipped with curtains, sets, and lights.

As its name indicates, the room is intended to provide opportunity for the development of dramatic interests and talents and for self-expression in an atmosphere which is conducive to such work. The room seats 150.

The building is heated by low-pressure steam provided by a steel boiler, heated by natural gas. The school also has its own well and water system which is automatic.

The radio control room for the interroom radio-communication system is to the right of the office. This radio system is a two-way radio and public-address system. The Grant School radio system, built at a cost of \$2,600, serves 30 rooms in both the old and new school buildings, two gymnasiums, and the auditorium. In each of the speaking units in the various rooms is located a powerful and sensitive microphone which picks up whatever activity may be going on and relays it to the office of the principal.

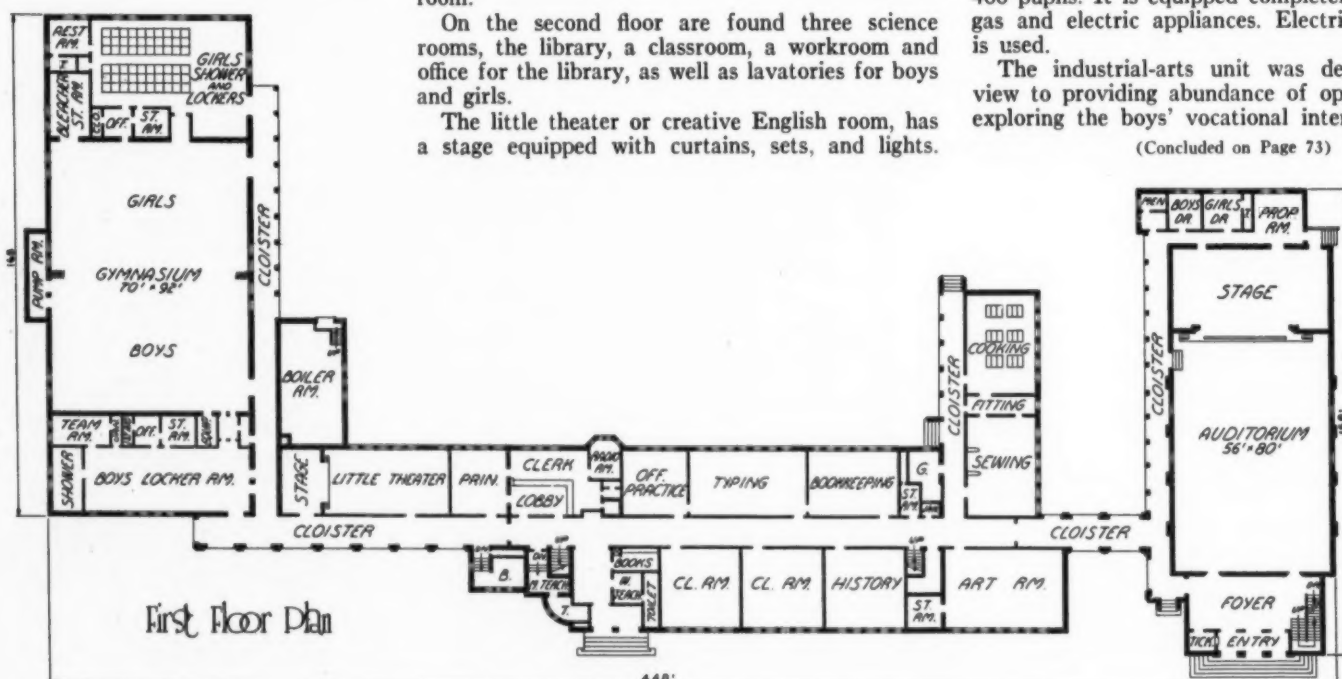
Located in the principal's office is the master switchboard of the speaking system. By means of switches, Principal Rutherford can tune in on any room, listen to recitations, or carry on a conversation with the instructor. The system is proving valuable for addressing the student body in the classrooms.

The cafeteria, industrial-arts shop, music department and students' store are housed in the building originally used as the school. This keeps the noises created by these four departments from interfering in regular classes. A new building will be constructed to house these departments at a later date. Fourteen classrooms are also in use in the old building. Additions will be made to the main building in the near future.

The cafeteria is large enough to accommodate 400 pupils. It is equipped completely with natural gas and electric appliances. Electric refrigeration is used.

The industrial-arts unit was designed with a view to providing abundance of opportunities for exploring the boys' vocational interests and apti-

(Concluded on Page 73)



GRANT UNION HIGH SCHOOL, NORTH SACRAMENTO, CALIFORNIA  
Harry J. Devine, Architect, Sacramento, California.



GENERAL EXTERIOR VIEW, GEORGETOWN ELEMENTARY SCHOOL, GEORGETOWN, DELAWARE

Brown &amp; Whiteside, Architects, Wilmington, Delaware

The old building, which may be seen at the extreme right, is connected with the new building in the foreground by the one-story cafeteria just beyond the main entrance.

## Bettering School Service by Building Enlargement

Richard Barnes Kennan<sup>1</sup>

Although the consolidated school building in Georgetown was completed as late as 1930, a rapid increase in enrollment necessitated the immediate construction of a new building to house the elementary school. In considering the site for the new building, the board of education planned to construct the elementary school at some distance from the existing building; economy dictated that the new construction be attached to the old building; wise selection of an unusually skillful architect brought about a compromise that has proved satisfactory to all.

The original building is a two-story, flat-roofed structure, providing 19 full-size classrooms, 4 small recitation rooms, 4 toilets, a teachers' room, a general and a private office, 3 storage closets, a kitchenette, a classroom equipped as a cafeteria, and a combination auditorium-gymnasium. This building was completed in the spring of 1930, at a cost of \$229,304.53.

As a solution to the problem of separating the younger from the older pupils, the architect, Mr. G. Morris Whiteside, II, of Wilmington, proposed placing a "community unit" between the old building and the new addition. The "community unit" consists of an auditorium, a gymnasium, locker rooms, and a cafeteria. This unit distinctly separates the building housing the lower six grades from that provided for the upper six grades, yet the rooms serving both groups are easily accessible to either. Arrangements have been made to heat, light, and ventilate the "community unit" independently to insure economical use of the "unit" for evening meetings and basketball games.

### The Auditorium

The new auditorium provides an excellent location for county meetings, as Georgetown is the county seat located in the geographical center of Sussex County. The auditorium with its balcony seats more than 700 people. The gymnasium forms

the stage for the auditorium, and is separated therefrom by large folding doors; in the event of a very large community mass meeting at least 600 people can be seated in the gymnasium. The cafeteria is an attractive room; the walls are of cream-colored tile, with a colorful tile fresco at the front of the room. The food service facilities are behind a partition, and connected with the refectory by two doors, so that the latter room may be easily cut off from the noise and odors of the kitchen

whenever it is desirable to use it as a study hall. The locker and shower rooms are finished with tile walls from floor to ceiling. The entrance lobby welcomes the visitor with a large fireplace directly in line with the outside doors; trophy cases are to the left, and exhibit cases to the right of the entrance.

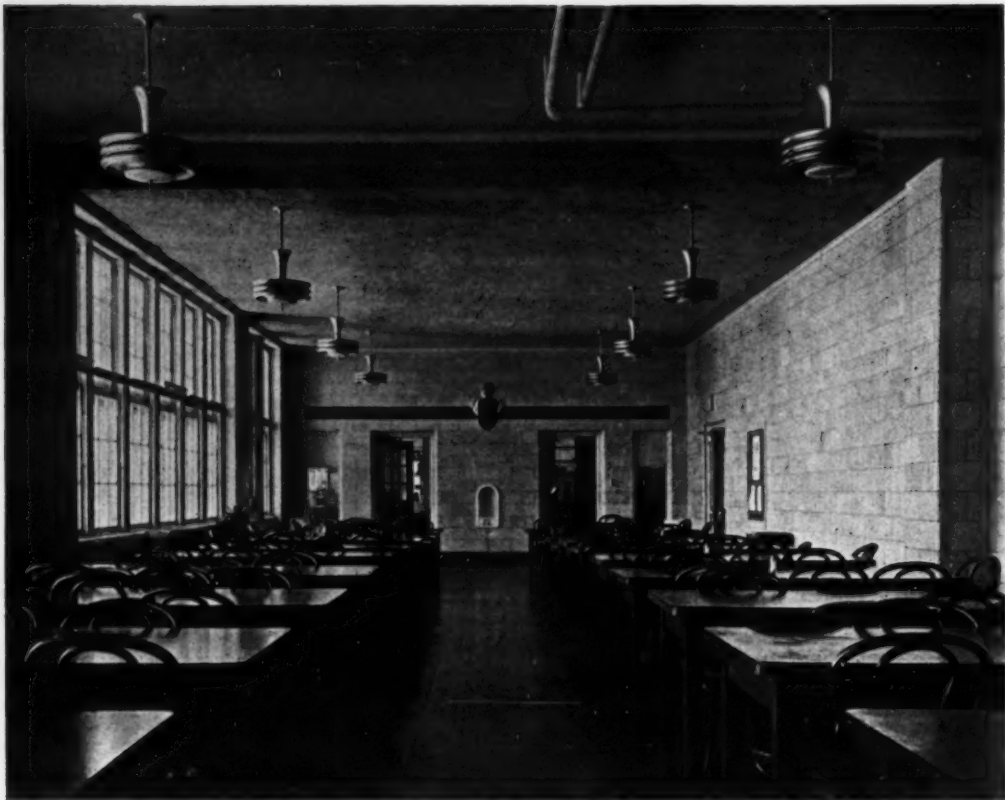
At the outset, the building commission, the superintendent, and the architect supported every effort made to develop a pleasant, efficient teach-



MAIN ENTRANCE TO THE GEORGETOWN ELEMENTARY SCHOOL, GEORGETOWN, DELAWARE

This entrance gives direct access to the gymnasium and the auditorium as well as to the cafeteria. It is used particularly for civic and community functions.

<sup>1</sup>Formerly Superintendent of Schools, Georgetown, Delaware.

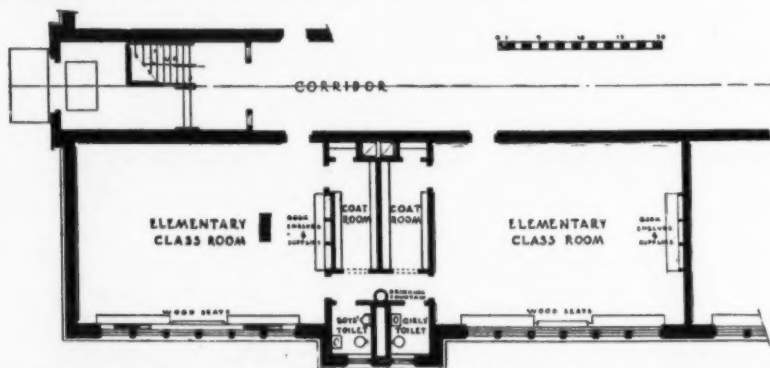


THE CAFETERIA IN THE NEW GEORGETOWN ELEMENTARY SCHOOL, GEORGETOWN, DELAWARE, has tile walls and acoustically treated ceilings and a "quiet" floor. The kitchen and serving rooms can be shut off entirely from the dining room proper by closing the doors which can be seen at the farther end of the room. Students secure their trays at the window in the right front of the room, pass through the door at the right, and re-enter the cafeteria through the door at the left. Trays are returned at the left front window to the serving room. The ventilating system is such that no odors enter the dining room which can therefore be used for meetings and other group activities.

ing situation rather than any ostentatious or monumental piece of architecture. As a result, more than usual attention was given to making each room individually adapted to the group it serves. The philosophy of education of the administration of the Georgetown Special School District is based upon the social development of the child from the narrow ego-centric interests and activities of the primary grade, to the broad world-wide interests of the adolescent; this philosophy is manifest in the room arrangement of the new elementary building.

#### The Classrooms

The primary-grade rooms are arranged in suites, consisting of two classrooms and a service unit. The classrooms are equipped with blackboards at the front, bulletin boards at the rear, and combination bulletin-board blackboards at the corridor side of the rooms. At the back of each of these rooms is an attractive bookcase, and under the bookcases are storage drawers, the bottom two being wider than the rest in order to accommodate



DETAIL OF ELEMENTARY CLASSROOMS, SHOWING COAT ROOM AND TOILET ARRANGEMENT, GEORGETOWN ELEMENTARY SCHOOL, GEORGETOWN, DELAWARE

charts and to form convenient seats. Another pleasing feature is the built-in window seats. The service unit between the primary rooms consists of a short corridor connecting each pair of rooms, and from this corridor youngsters may enter a boys' or a girls' toilet; a drinking fountain is placed between the doors to the toilets; there is also a pupils' cloakroom and a private teachers' closet for each room.

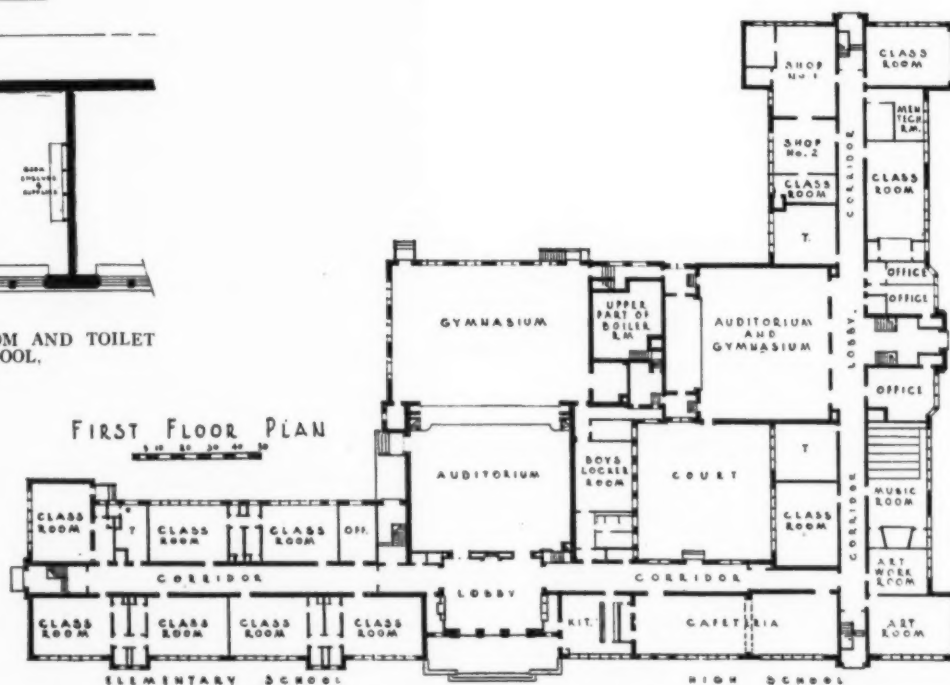
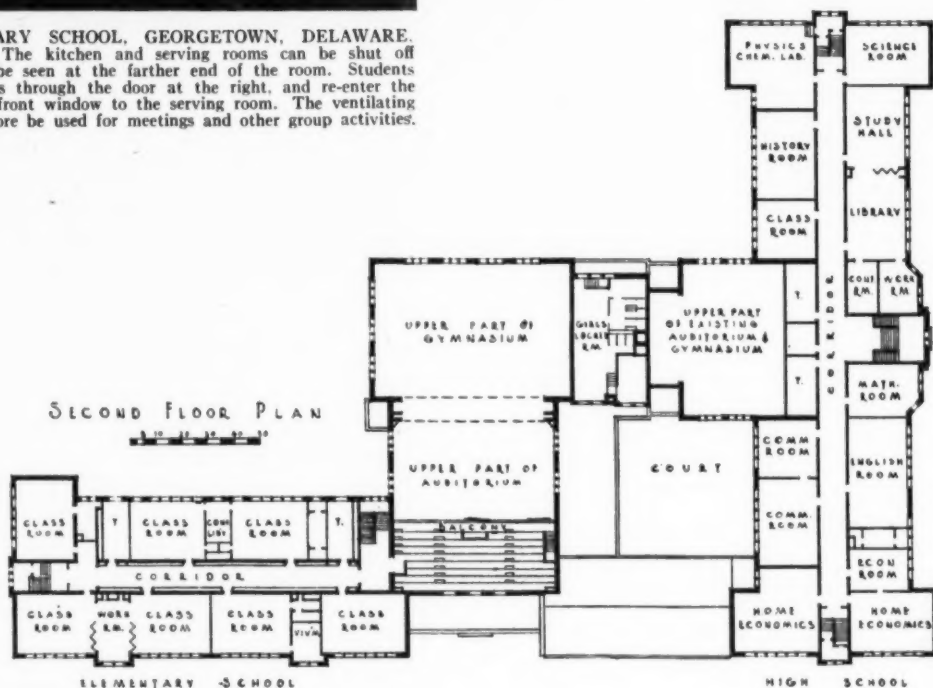
In specifying details for the fourth grade, the superintendent took into consideration the need for wider social contacts for pupils of about nine years of age. The fourth-grade suite consists of

two classrooms, with a large workroom between, so that activity projects may be carried on under the convenient supervision of both fourth-grade teachers. The partitions between the classrooms and the workroom are of the folding type so that the entire suite (two classrooms and the workroom) may be thrown into one large room whenever desirable. The workroom is provided with storage cabinets, a sink, and a closet for each of the fourth-grade teachers.

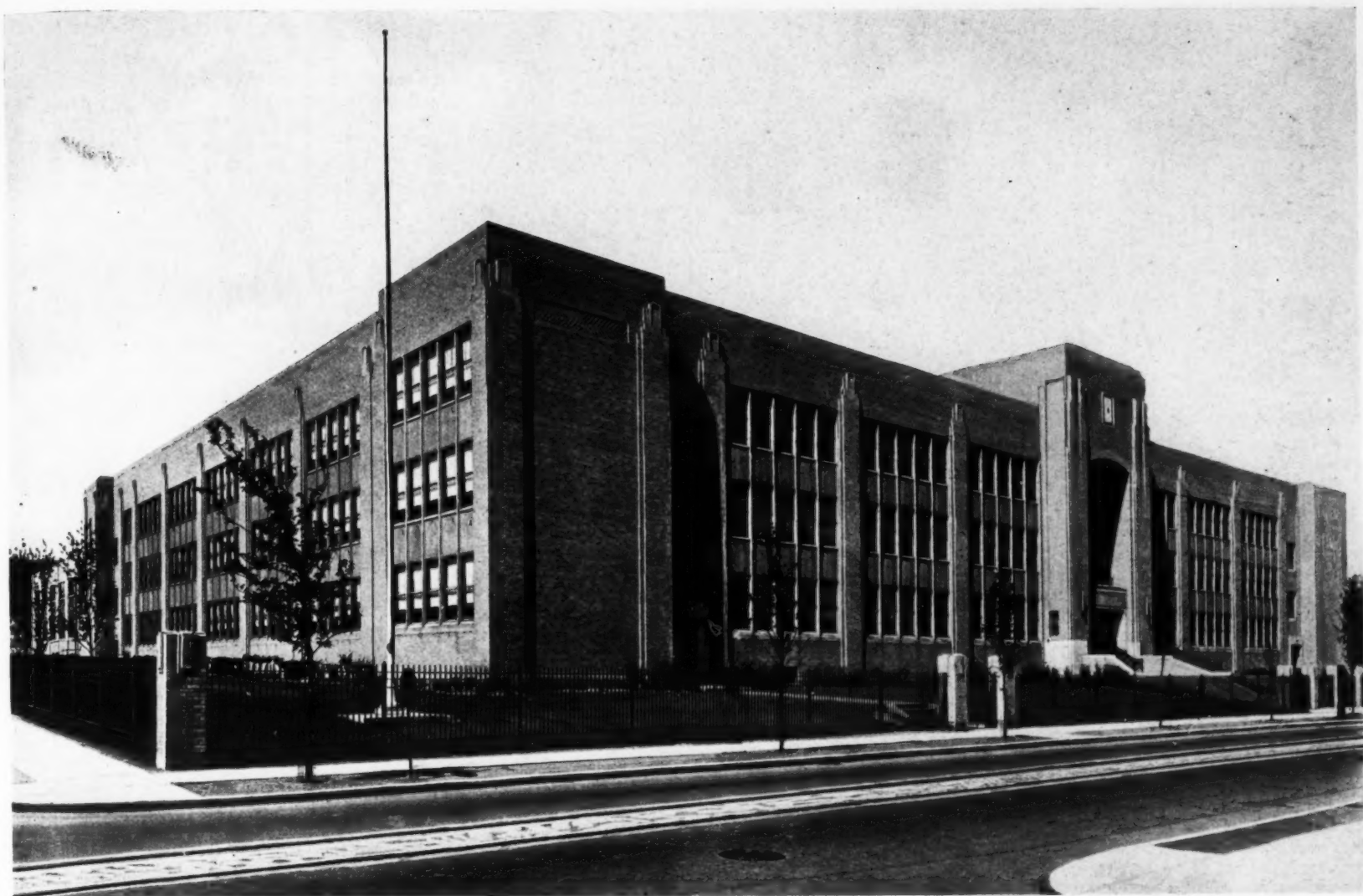
The room setup for the fifth and sixth grades, which is unusually attractive, provides excellent facilities for carrying on an adaptation of the plan proposed by Prof. James F. Hoscic for the co-operative group organization of elementary schools. An English room is equipped with a low stage at the front of the room to encourage dramatic activities. Adjoining the English room is a social-studies room, and connecting the two is a conference library, serving both rooms and conveniently placed for supervision by both teachers. A science and arithmetic room is equipped with a science-demonstration table, and connects with a large, sunny vivarium, a darkroom, and an apparatus storeroom. A unifying-activities room connects with a small, sunny workroom, where unfinished clay or manual-training projects may be stored.

In addition to the above-mentioned rooms, the building is provided with a kindergarten room hav-

(Continued from Page 72)



FIRST AND SECOND FLOOR PLANS, GEORGETOWN ELEMENTARY SCHOOL, GEORGETOWN, DELAWARE  
Brown & Whiteside, Architects, Wilmington, Delaware.



GENERAL EXTERIOR VIEW, WEST SCRANTON HIGH SCHOOL, SCRANTON, PENNSYLVANIA  
Tudor R. Williams, Architect, Scranton, Pennsylvania.

## *Modern Building for a Modern School*

### The West Scranton Junior High School

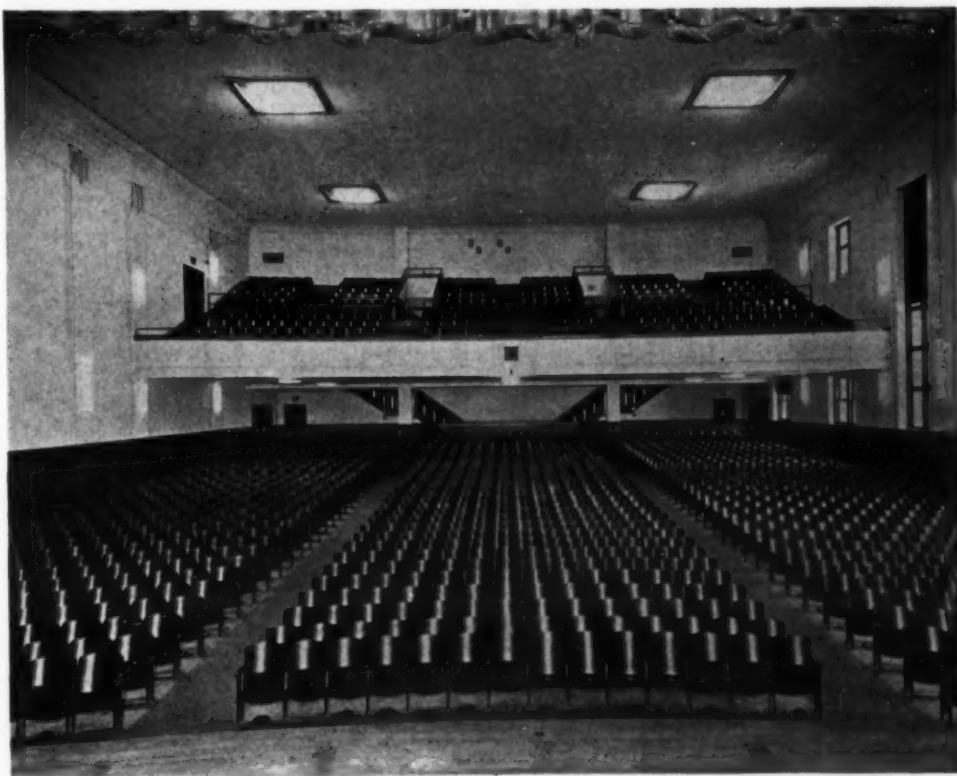
The West Scranton Junior High School, in Scranton, Pa., was opened in January, 1934, for the accommodation of 2,500 pupils. It represents the latest of eleven construction projects already completed as the result of a five-million-dollar bond issue floated in 1926. The building was erected at the very lowest price level reached during the depression and is a tribute to the business acumen of the city of Scranton, a community that had faith in the future when faith was at a premium.

Built in hollow-square type, 293 by 342 feet, with a center court 125 by 150 feet, three stories plus a basement, 4,400,000 cubic feet, this school was built at a cost of 26½ cents per cubic foot. There are 17 social and natural science rooms, 4 art rooms, 6 food and clothing rooms, 10 industrial-education laboratories, ample storage spaces on each floor, a library, a visual-education room, a cafeteria, 2 study rooms, 2 music rooms, 2 health rooms, 34 standard classrooms, 2 gymnasiums, and an auditorium seating 1,750 people. The building is of fireproof construction in a modified modernistic design. No effort has been spared to emphasize function rather than ornament, the principal purpose being to eliminate costly and unnecessary ornamentation, the elimination of which will have much to do with the future maintenance cost of the exterior.

The site itself offered an unusual engineering problem from the standpoint of long-time service-ability and stability of foundations. Discouragingly large proportions of swampy muck, soft clay, and loam suggested caution in laying down the substructure. The foundation consists of a reinforced concrete inverted T-beam grid. Pedestals were established as integral parts of the grid designed to receive the structural-steel-column bases,

and were erected in such a manner as to permit the superstructure to be brought to a level, if and when any settling should occur beneath the grid. Steel-column bases are set in slots, with recessed

pockets provided for the insertion of hydraulic jacks. Scranton is a highly developed, compact community; satisfactory school sites are not easily obtained without the destruction of expen-



VIEW OF AUDITORIUM FROM STAGE, WEST SCRANTON JUNIOR HIGH SCHOOL, SCRANTON, PENNSYLVANIA



CAFETERIA



MAIN ENTRANCE LOBBY

## WEST SCRANTON JUNIOR HIGH SCHOOL, SCRANTON, PENNSYLVANIA

Both floor and ceiling in the cafeteria have been treated with acoustical materials to reduce noise. In the ceiling immediately above the serving tables there is a series of exhaust flues to take off heat and odors.

The main entrance lobby has been formally treated with a warm gray marble to harmonize with the terrazzo floor.

sive taxpaying property. The reconditioning of the site and the additional precaution employed in the substructure were made necessary by local conditions, over which the management of the schools had no control.

## The Design of the Building

In perspective, the building denotes solidity. Full range, buff-textured brick has been used, with buff limestone and granite trim. The natural simplicity of metal-framed windows is augmented by high-lighted aluminum spandrels. The combinations of high-lighted aluminum narrow pilasters between windows, buff brick, and granite trim produces the compelling interest that enhances the landscaping effects built into the approach to the building.

A main entrance leads directly to the student-activities room where a member of the student council or of the faculty is at all times available to direct visitors. The principal's office is just across the hall, a suite of rooms providing space for a corps of three clerks, and a vice-principal's office, in addition to private conference quarters for the principal. From the student-activities room and from the principal's office radiate nerve fibers giving life to the school organization that must exist in a community of 2,500 young men and young women. Just as the wires of the wall phones and of the splendid radio installation reach every classroom in the building, so do the less tangible but no less real influence of student and faculty control permeate every nook and corner of the junior community itself.

The vestibule of the main entrance reflects the exterior treatment of modernistic design, with bronze vestibule doors, a random-design stone floor, stone ashlar walls, recessed radiators, and a ceiling of ornamental plaster. The lobby of the main entrance uses a terrazzo floor, with bronze insert compass design in the center, marble ashlar for the walls, and a ceiling of ornamental plaster. All other entrances, four in number, as well as the stair towers, are faced with glazed brick. Stair towers are protected with hollow metal and wire-glass smoke screens. Corridors employ terrazzo floors and baseboards, marble wainscoting, recessed and ventilated steel lockers, plastered walls and ceilings.

## The Gymnasiums

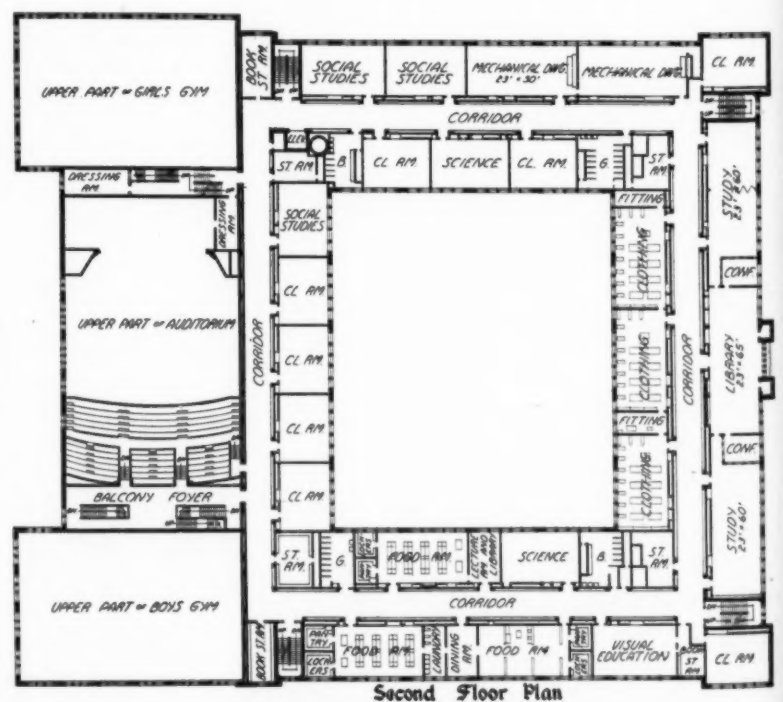
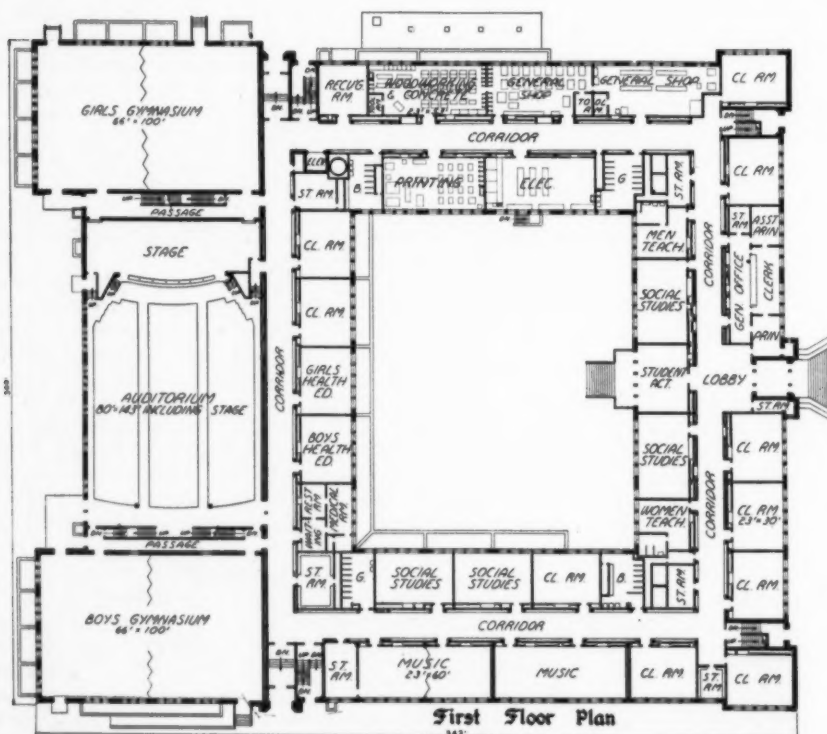
The gymnasiums and auditorium have been segregated in the rear of the building and in such a manner as to be almost entirely detached from the classroom section of the building; the only contacts are made through four soundproof doors. From the point of view of functional efficiency, this plan of segregation is ideal. Noise from the gymnasiums is not carried to the classrooms; the play field in the rear becomes an extension of the gymnasium floor; gymnasium activities held at night can be effectively confined to the appropriate section of the building; the auditorium can be used for community purposes without in any way involving classrooms. The groups of rooms nearest to the gymnasiums and the auditorium have been assigned for use as a medical suite. The large amount of glass area on the exterior sides of the

gymnasiums makes artificial lighting unnecessary during daylight hours.

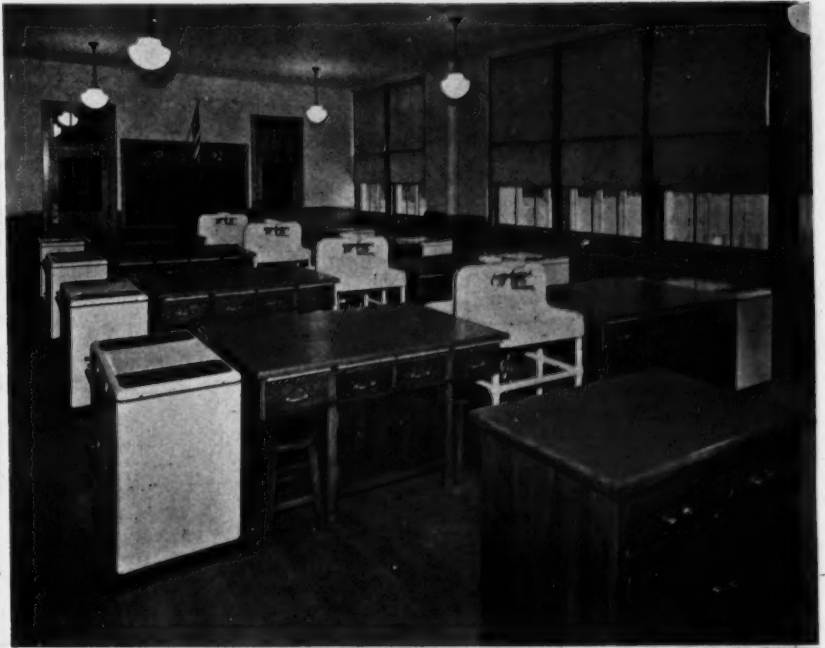
Prevention is, of course, the best cure for accidents occurring on school property. First aid is the second-best method of treatment. Inasmuch as nationally compiled experience tables indicate that the greatest number of school accidents occur in the physical- and industrial-education departments, the medical suite has been established in close proximity to both units in this building. The situation of the medical rooms in relation to the auditorium has also proved helpful during performances sponsored by community organizations and held in the evening. The two gymnasiums, each 60 by 100 feet, are separated by the auditorium. A patent laminated wood floor, in a herringbone pattern, has been laid. One gymnasium has been assigned to the girls of the school; the other to the boys. Each gymnasium in turn may be divided the long way by folding doors, making two separate courts 50 by 60 feet. There are four separate shower rooms. Four gymnasium classes, of approximately 35 pupils per class, are operated throughout the school day on the gymnasium floors when the weather is inclement.

## The Equipment

Full-length corridor lockers, with combination locks chained to the doors, have been supplied for the pupils' private property, one locker per student. A corridor system of lockers was adopted for the building, after careful consideration of all possibilities by a committee of teachers and ad-



FIRST AND SECOND FLOOR PLANS, WEST SCRANTON JUNIOR HIGH SCHOOL, SCRANTON, PENNSYLVANIA  
Tudor R. Williams, Architect, Scranton, Pennsylvania.



Upper left: General Shop  
Lower left: Sewing Room

Upper right: Cooking Laboratory  
Lower right: General Science Laboratory

WEST SCRANTON JUNIOR HIGH SCHOOL, SCRANTON, PENNSYLVANIA

ministrators selected from the faculties of the other high schools in the city. It may be of interest to the reader to know that practically all specifications for equipment were drawn up before the building schedule was submitted to the architect.

The system of lockers recommended by the committee for the gymnasiums involves six half-length supplementary lockers for every full-length master locker. There are as many master lockers as there are pupils in the largest class; there are as many small supplementary lockers as there are pupils in the school. The small lockers hold the gymnasium clothes of the student from week to week; the master locker is employed for the street clothes of the pupil. Results thus far experienced with the system of lockers have been so satisfactory as to warrant special mention.

Wherever especially designed furniture has been needed space has been available to place it effectively because of the planning diligently accomplished by the committee of teachers and administrators mentioned above. The results of careful planning are conspicuously apparent in the industrial and home-economics laboratories. Thirty-two pupil stations per room have been established in both departments. The furniture of these rooms reflects the modern emphasis on functional efficiency.

The accompanying illustrations indicate the type of equipment supplied for a few of the special rooms. Wherever in the special rooms pupils' desks contain drawers or lockers assigned to more than one student, an interesting system of master keys has been installed. The specifications read: "Locks of the corresponding drawers in each desk to be of the same series, making a total of six

series of locks, each series shall have one master key." The system, thereby, affords one master key for every class. The class key is given to a designated pupil of the class who is charged with the responsibility of unlocking and locking all of the drawers used by members of his class. Individual keys are, therefore, not necessary; confusion in handling materials and loss of materials have been minimized.

Library facilities include two study rooms, a workroom for the librarian, and a conference room for pupils' use. By means of a folding door in each of the study rooms, the capacity of study rooms, and, therefore, of the library itself can be adjusted to accommodate the needs of the school program. Since both study rooms are adjacent to the library, the usefulness and influence of the library are materially increased.

#### The Classrooms

For the most part, especially designed classrooms have been oriented according to purpose. All food rooms are connecting rooms with a model kitchen and dining room between two of them; all industrial laboratories connect wherever and whenever limitations of space permit; the art rooms afford no exception. Science rooms, however, both the natural- and the social-science rooms, have not been so treated. Each room is a unit in itself, with storage space and shelving sufficient to accommodate the class libraries in the social studies and the laboratory equipment in natural sciences. Tables have been substituted for desks in social-science and natural-science rooms because of the adaptability of tables for the laboratory method of instruction. The scattering of science rooms facilitates somewhat the ease of routing

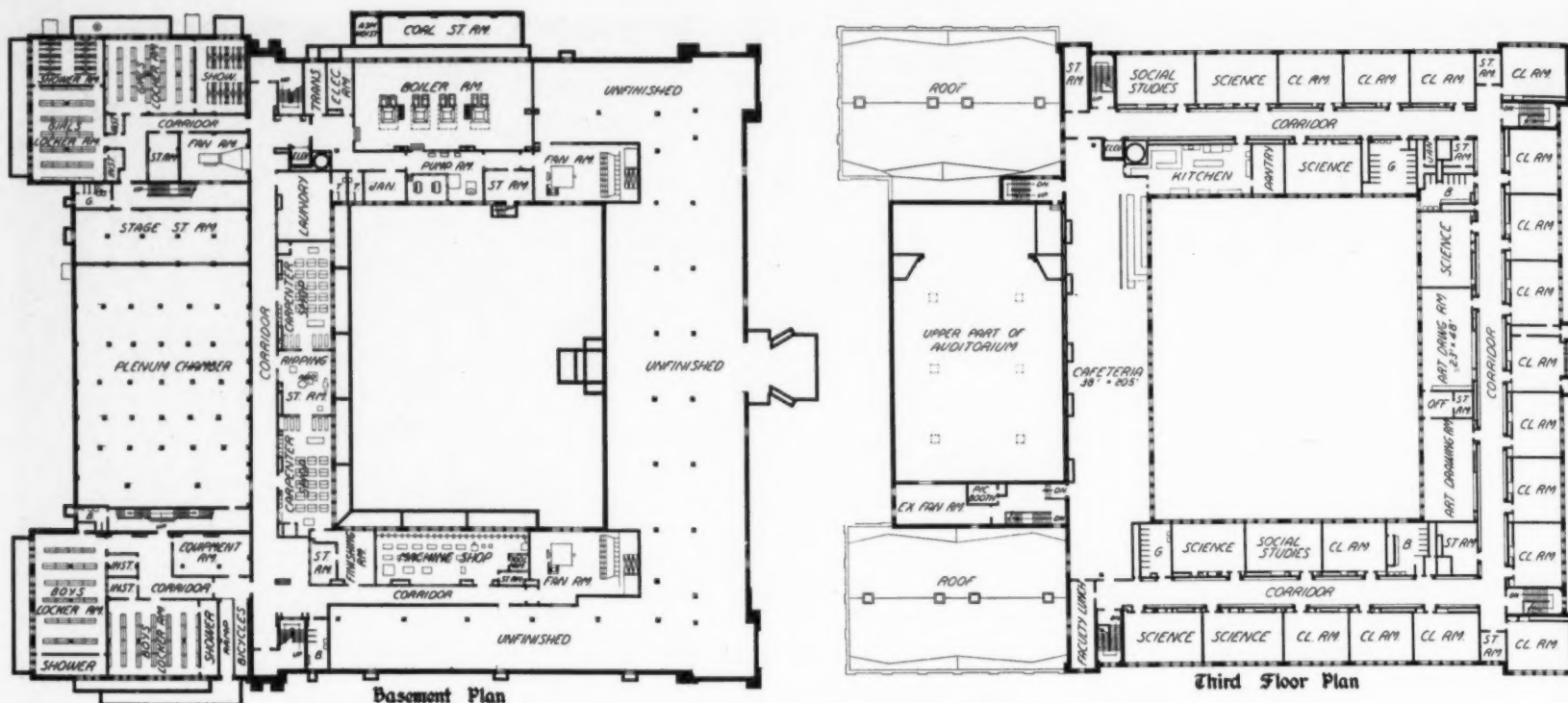
class blocks in the schedule-making process.

Visual education claims a room for itself—a motion-picture projection room. The use of visual aids in all classrooms is encouraged by the supervisory staff, but it is recommended that motion pictures be presented in a room specifically set up for the purpose, where a machine, because of its frequent use, is constantly in working order. Classroom interruptions occasioned by mechanical difficulties are eliminated in an adequately equipped room. An operator under the direction of a city-wide visual-education service appears at the school once a week with films assigned for their usefulness in the teaching of geography, general science, and biology.

All standard classrooms have been designed with maple floors, a slate baseboard, burlap wainscoting, plastered walls, flush-panel oak doors, oak trim, slate blackboards, and smooth suspended plastered ceilings. In every classroom is found a recessed oak bookcase, as well as a recessed full-length oak locker for the teacher's personal use. Throughout the building display cases, cupboards, ironing boards, and sinks, wherever used, have been recessed to conserve space. Every classroom is heated by a combination of direct and indirect radiation. The cafeteria, the auditorium, and the corridor lockers are ventilated by distinct units.

Anthracite coal is used exclusively as fuel because of its low relative cost per unit of heat generated. A battery of four boilers burns the small coal sizes in a heating system involving a two-pipe steam plant. Dual control in conjunction with two large fans, vento units, and vacuum pumps permits a flexibility that will be continuously reflected in the cost of operation.

Effort has not been spared in providing flexibil-



BASEMENT AND THIRD FLOOR PLANS, WEST SCRANTON JUNIOR HIGH SCHOOL, SCRANTON, PENNSYLVANIA  
Tudor R. Williams, Architect, Scranton, Pennsylvania

ity of light sources. Each classroom is equipped with six lighting fixtures, the outer row and the inner row controlled by separate switches. The lighting fixtures of the main entrance, the vestibule, the lobby, and of the auditorium have been especially designed to carry out the motif of the modernistic style evident throughout the building. A battery emergency lighting system has been installed to guard against lapses that might occur in the regular supply of electrical energy to the auditorium during evening hours when it is used as a community center.

#### The Auditorium

The auditorium which seats 1,754 people is a spacious, well-illuminated room with excellent acoustical values. The decorative scheme is simple, with the pleasing contrasting effect of walnut wainscot and trim. A full-size stage has been adequately equipped with properties that permit creditable support for the efforts of the pupils who undertake to give public presentations of work accomplished in the school. Large metal-framed windows are decorated with aluminum tracery, which adds an artistic touch to the modern plain design. Lighting fixtures are concealed in the ceiling. Mastic tile has been applied to all exposed portions of the concrete floor. There is a balcony for occasions when it is desirable to bring together more than one division of the school in assembly. Not all of the pupils can be assembled at any one time, although the auditorium is the largest room in the building. The radio, fortunately, provides a means by which auditorium programs can be broadcast to pupils not accommodated in the auditorium itself.

## The Refinishing of Old Wood Floors in Schools<sup>1</sup>

L. O. Adams<sup>2</sup>

For years the usual practice was to oil all wood floors in public buildings, schools, and institutions. Oils most commonly used were paraffin base, and to a lesser degree, vegetable-base oils such as linseed oil. Prices of floor oils varied widely, usually in accordance with what the salesman felt the customer would pay rather than in accordance with the quality or suitability of the oil. A little pine oil or sassafras added to give a pleasing odor, increased the deception and lowered sales resistance.

<sup>1</sup>A paper read at the meeting of the Association of Superintendents of Buildings and Grounds of Universities and Colleges, May 12, 1936, at University of Illinois, Urbana, Illinois.

<sup>2</sup>Director, Buildings and Grounds, University of Louisville, Louisville, Kentucky.

#### The Cafeteria

The second largest room is the cafeteria, 38 by 205 feet, accommodating 580 pupils. At present the school is operating with two half-hour cafeteria periods per day. Serving 1,000 people in one hour creates a situation that calls for an orderly arrangement of equipment. Doors at either end of the room make the traffic problem comparatively simple. A private room for the use of teachers has elicited appreciation and has added to the receipts of the cafeteria. The cafeteria is on the third floor, and elevator service for supplies has been provided. During the change of classes the elevator is commandeered for the use of pupils who for one reason or another should not climb stairs. The cafeteria is an inviting room, with an abundance of natural light. The ceiling has been acoustically treated.

Acoustical treatment is found to advantage in the music rooms, as well as in the cafeteria. Two soundproof music rooms afford opportunity for the chorus, band, and orchestra work conducted in the school. Storage space has been provided for instruments and music scores. Both music rooms are equipped with approximately 100 pupil-stations per room. Music-appreciation classes are larger than other groups.

Educational planning for the building was conducted by the school district's supervisory and administrative staff, under the direction of Dr. John H. Dyer, superintendent of schools. The building was designed by Tudor R. Williams, registered structural engineer. W. Monroe Whitney served as consulting architect; Slocum and Fuller were the consulting mechanical engineers.

the latter more pronounced in the cases of the softer woods and in particular with flat grain. Raised grain and loosened surface fiber practically precluded the use of dry mops and made cleaning with push brooms difficult.

Oil-treated floors were thus unsightly, insanitary, at times slippery, difficult to clean, and in many cases a distinct fire hazard. Only within recent years have operators of buildings begun to realize that the old methods of treating floors with oil could be greatly improved upon. What was needed was a material which would seal the surface so that the dirt could not get down into the pores; at the same time the treatment should provide a hard, smooth surface which would be easy to clean and which would stand up under traffic. Floor varnishes are coming more and more to meet these requirements.

#### General Varnish Types

There are three general types of varnishes. They are: (1) spirit varnishes; (2) oil varnishes (bodied oils); (3) oleo-resinous varnishes.

The first class consists of solutions of gum in alcohol. Shellac is the best known of this group. There are several other gums or resins which are soluble in alcohol, and which are frequently used in making spirit varnishes. They are mainly sold as shellac substitutes. The shellac varnishes have numerous uses principally in the furniture industry and in the arts.

The second class consists of vegetable drying or semidrying oils which have been cooked at temperatures of 560 to 580 deg. F., until the desired body has been attained. Such varnishes are generally known as bodied oils; they are used in making oleo-resinous varnishes, or are added to certain paints to provide flow and gloss. They find great acceptance in the manufacture of patent leather and in the manufacture of printing inks, and are often called litho-varnishes.

The third class is the type which mainly interested us — oleo-resinous varnishes. They consist of gum or resin that has been melted at high temperatures, and vegetable oils, small amounts of metallic driers, all thinned with such solvents as turpentine, petroleum thinners, or coal-tar solvents. This type of varnish finds wide use for floor coatings, furniture finishes, spar or marine finishing, and truck and railroad-car finishing. They also serve as vehicles into which pigments are ground to make enamels. They are classified according to: (a) oil length (short, medium-short, medium-long, and long); (b) type of resin (rosin, ester-gum, hard-gum or synthetic resin); (c) type of oil (drying oils such as linseed, perilla, and china-wood oil; semidrying oils, such as soya bean and fish oils).

#### Oil-Resin Varnishes

(a) *Oil Length.* To become familiar with the terminology applied by varnish makers to oil length

we must first think of the solids or film-forming portion; namely, the oil and the gum. The thinner is not taken into consideration here. All calculations are based on the unit weight of 100 pounds of resin or gum. The gallons of oil added to the gum therefore determine the oil length. *Short-oil* varnishes are those that contain small amounts of oil, namely, from 6 to 12 gallons to the 100 pounds of gum. *Medium-short-oil* varnishes are those that contain from 13 to 20 gallons of oil. *Medium-long-oil* varnishes contain from 21 to 30 gallons of oil, while *long-oil* varnishes are those which contain over 30 gallons of oil to the 100 pounds of resin or gum.

(b) *Types of Resin.* Large amounts of resin have always been used in the varnish industry. Many varnishes consist only of resin with varying amounts of oil. Such varnishes are often used in the manufacture of special types of paints or enamels. It has been customary for years to use a small amount of resin with large quantities of expensive natural resins, as it was found that resin acts as an aid in melting the harder resins and acts as a "flux." Ester gum is generally used alone with oils, or combined with synthetic resin of the phenolic type, and because of their versatility, ester-gum varnishes are widely used in the industry. Hard-gum or the natural-resin varnishes are slowly losing ground in favor of the more uniform and more efficient phenolic resins and other synthetic compounds. The natural resins continue to be used for some furniture finishes, but almost entirely in short-oil lengths. The synthetic resins, of the straight phenolic and modified phenolic types, find wider use daily. The varnish maker has almost unlimited choice as to hardness, water resistance, chemical resistance, color, and price.

(c) *Types of Oil.* China-wood oil is the major varnish oil in use today. It provides excellent water resistance and good wearing qualities. To the varnish maker it is a gift, in that it bodies quickly in the varnish kettle, so that more varnish may be made in fewer hours than was possible in the past. This fast-bodilying feature must be handled with care, however, for wood oil goes from a liquid to a solid mass in a very few minutes when heated too high or too long a time. If it becomes solid it is worthless, as there is no way to save it or to reclaim it.

This is actually the way the wood oil is tested. Pure wood oil when heated to 560 deg. F., and held there for 9 or 10 minutes, becomes solid. The change is so complete that within a minute the oil becomes a solid that can be cut with a knife and that will crumble like bread crumbs. This is a sure test for purity, and every shipment of wood oil received by a manufacturer is tested in this manner. Slight adulterations change this property so that the mass is sticky, so that the great handicap of the gum turns into an absolute test for its purity.

### New Oils

Linseed oil is still used to a great extent and in many ways, but for varnish making it has been largely supplanted by wood oil. Perilla oil has been known for many years, but the supply and the uniformity of shipments have been poor until lately. Varnish makers are leaning more and more to perilla oil, not to replace wood oil entirely, but because it is cheaper and better for many purposes than linseed oil. It bodies faster and is more waterproof. The use of perilla oil in generous quantities reduces the skinning tendency greatly. These oils are classed as *drying oils*.

In the semidrying class of oils we have two general types, soya-bean oil and fish oil. Soya-bean oil is of value, principally because of its resistance to yellowing. It finds great use in the manufacture of white enamels, principally those known as mill-whites. The type of fish oil available today is almost as good as linseed oil and for many purposes it is preferable. It has excellent heat resistance features that are duplicated by no other oil. It is obtained from pressing the little menhaden fish found in the Atlantic Ocean, and from the sardine found in the Pacific Ocean. Simple heating of a well-refined fish oil removes every trace of odor.

A word about floor varnishes: Several years ago, the best floor varnishes made were a combination of linseed and china-wood oil cooked with hard natural resins, such as kauri or congo. These varnishes were often very good, but had only limited water-resistance and little or no alkali resistance.

Some manufacturers claimed that 100 pounds of resin with 18 gallons of oil was the proper amount or oil length to use. Others went as far as 25 gallons of oil to 100 pounds of resin. The use of wood oil and ester gum did not materially improve the varnishes, for such films were somewhat too soft for floors. They were tough but not hard enough. The modified phenolic resins helped a great deal to provide more efficient floor coatings in that they dried harder and faster and stood up. The oil length was stepped up slightly, until it was

often found that 30 gallons of oil to 100 pounds of resin could be used, and the films withstood much more traffic without showing extreme wear.

With the excellent drying characteristics of the straight 100-per-cent phenolic-resin varnishes, it was possible to combine hardness with toughness at almost extreme oil lengths. Floor varnishes of the better type today are often made with from 45 to 50 gallons of oil to 100 pounds of straight phenolic resin. Such films are practically impos-

(Continued on Page 71)

## Adequate Compensation for Advancing Teacher Welfare<sup>1</sup>

William C. Carr

### Restoration of Salaries

The first and most urgent need with respect to teachers' salaries is restoration to the predepression levels. Such restoration should not be regarded as a favor extended to the teachers, but rather as a normal, just, and businesslike procedure.

The signs are already very encouraging for general restoration of teachers' salaries, including often the granting of scheduled increments. The restoration movement has begun as early as 1932-33 in some few cities. Last year about three out of every four of the larger cities restored salaries at least in part and about one in five restored them completely. Present indications are that practically all of those cities are planning to restore to some extent next year and perhaps one in four will restore in full.

Not only cities but rural areas also are finding it possible to improve the level of teachers' salaries. Nearly half of the state legislatures passed measures in 1935 which tended to restore or improve teachers' salaries, both by reinforcing state minimum-salary laws, and by increasing state-aid funds which would help local districts meet their obligations to teachers.

During the lean years we heard much about the necessity for the schools to participate in the reductions suffered by other governmental agencies and by private business. It is a poor rule that will not work both ways. At the present time when salaries of municipal and state employees are being restored, when the salaries of all federal employees have been restored in full for more than a year, it is only common sense and common justice that public-school employees be given like consideration.

A recent study by the National Education Association shows that from 1926 to 1934 the cost of all government services except education increased 69 per cent. Over the same period the cost of public education decreased 11 per cent. It is true that additional burdens have been placed upon governmental agencies but it is equally true that the enrollment in the public schools of the nation has likewise significantly increased. There can be little justification for decreasing school costs while other governmental costs continue to rise.

The figures just given are to some extent affected by the program of the Federal Government. Nevertheless, even if Federal spending be entirely omitted, we find that the costs of state and local governments alone increased 31 per cent between 1926 and 1934, while education costs, as already stated, actually declined 11 per cent. A proper regard for the future welfare of the nation will not permit the continuance of such a policy.

### Reconsideration of Schedules

Along with efforts to get back to normal standards, our profession needs to do some careful and serious thinking on the salary question and to encourage the lay public to do likewise. We must ask ourselves exactly why we favor one salary schedule as against another, and even why we believe that a salary schedule is necessary at all. We shall not make much progress in convincing the general public, and, I think, we can hardly expect to make much progress, if we consider a

<sup>1</sup>Abstract of an address before National Education Association, Portland, Ore., July 2, 1936.

salary schedule simply as a device for bringing in regular checks in, the largest possible amounts. Teachers should, indeed, be paid regularly and generously. The public can be interested in adequate financial compensation for teachers working under a well-designed salary schedule, only when the profession itself thinks and talks of salaries, first of all, as matters of public policy rather than of private advantage.

The public purposes of a salary schedule may be simply stated. First, the schedule exists to secure new teachers who are personally devoted and competent and professionally well prepared. Second, the schedule should help to retain the most competent school employees for a lifetime of efficient service. Third, the schedule should encourage the continued professional growth of those competent teachers so that they may constantly do a better job. Reasoning of this kind, I submit, is the only basis upon which an honest and intelligent appeal can be made to boards of education and the public for a fair hearing of our case on its true merits.

The public necessity of placing and keeping a competent, well-trained, and fairly paid teacher in every classroom is so obvious, that we merely weaken our cause by introducing less fundamental considerations.

### Revision of Schedules

On the basis of such general policies as have just been suggested, it may prove necessary to revise salary schedules. In many communities a mere return to the pre-depression schedules is not all that is required in order to establish a professional basis for the payment of the teaching staff.

The new schedule should not be prepared and adopted hastily. Every effort should be made to see that a temporary emergency does not dictate the terms of a schedule which may continue in operation long after the emergency has passed.

The issues of the N. E. A. Research Bulletin for January and March, 1936, deal with the preparation of teachers' salary schedules. They summarize the results of a study of the procedures followed in drafting over 200 recently adopted salary schedules, an analysis of twenty-two rather comprehensive city-wide surveys of salary schedules, and the actual provisions of 150 salary schedules adopted since 1927. May I refer you to these bulletins for detailed consideration of many aspects of salary scheduling which cannot be discussed here.

Time, perhaps, will permit mention of two general considerations. First, is the importance of teacher participation in thinking through the problems, in conducting investigations, in reaching wise decisions, in drafting the schedule, and in explaining it to the public before its adoption.

Second, is the necessity for building the schedule in the light of all the pertinent facts. Among factors which require study are the operation of the present schedule, salaries and salary policies in other systems and other occupations, local community attitudes affecting teachers' salaries, the status of the present teaching personnel, and the cost of an appropriate standard of living for teachers. And, as one of the most significant factors in the total situation, the financial resources of the community and the state must be considered and related to the present and probable future cost of the schedule prepared.

# THE AMERICAN School Board Journal

EDITORS:



WM. GEO. BRUCE

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## *Local Patriotism and School Administration*

**A**SIDE from the concern which parents have for the physical, mental, and moral welfare of their children, there is an incentive to support the schools, which springs out of local pride and patriotism. Practically every town is ambitious to keep abreast of the best neighboring towns in the matter of a broad educational program, a well-officered school board, and an attractively modern school plant. Schoolmen have always recognized the value of this local interest in the schools; the very existence of school boards which are to be found in every community and which are in reality agents of the state, is evidence of the dependence which the state laws place upon local pride and concern for the schools.

But local pride has not been an unmixed blessing for the schools. It is the cause of the great number of small school districts, each with its schoolhouse and its little flock of children, too small to provide a program of education that meets present-day needs. It is the reason for the establishment of numerous small high schools with inadequate staffs, narrow instructional programs, and poorly equipped buildings. The burden of funded debt which is holding back educational development in endless towns is invariably the result of local patriotism which overreached itself in a prosperous time and did not foresee a shrinkage in taxable property or the loss of a local industry. Even the larger cities have not been wholly free from the results of local unwisdom, but have allowed the desire for a monumental high school to hamper the erection of adequate elementary-school buildings and an indicated broadening of elementary instruction. It is true, of course, that much of the difficulty is due to the fact that state funds for schools have not grown in proportion to local ambitions, and the ease of adding to the burden of local property taxes has led most states to keep their allotments at progressively lower percentages of the total school costs.

During the past three years there has been a commendable swing toward greater state support of the schools. There has been an insistent demand for larger school units, for better state control of expenditures for school buildings, and for a smoothing out of the economic inequalities between communities through a broader tax base and some scheme of equalization. Some excellent legislation toward these ends has been passed, and in five or six states a minimum program has been assured by state funds. It cannot be said, however, that more than a beginning has been made. Local patriotism must be geared into state-wide planning or must at least be broadened into concern for a larger unit—perhaps the county or at least the natural economic and territorial community which natural boundaries and communication routes dictate. Certainly there will be no harm if the state takes over the financing of capital outlays or at least controls these closely by a large enough subsidy so that it can determine where school buildings are to be placed and how much they are to cost. There will always be sufficient outlet for local pride if the school district is liberal in developing the instructional program, and if it pays a better salary to teachers and administrators.

## *The Advantage of Nonpartisan School Boards*

**I**T IS a gratifying fact that, while many boards of education in the United States are chosen on partisan lines, the greater number of them conduct business on a nonpartisan basis. The average citizen who is chosen to board membership as a Democrat or Re-

publican discovers, after he has entered upon the duties of office, that a school system is not the place to advance the interests of his party and its adherents.

But, the evils inherent in a board of education chosen on partisan or bipartisan lines come to the surface periodically. The member who owes his election to a political party is reminded at the most inopportune time that he is under obligation to maintain the prestige of that party. In the selection of a president and the distribution of committee honors the partisan spirit is most commonly manifested. And the harm becomes most acute when the supervisory and teaching personnel and the janitorial force are made subject to partisan consideration. Some distressing situations have developed where board members have championed the appointment of a superintendent, a principal, a teacher, or a janitor on the plea that the Republican, or the Democratic, organization is entitled to recognition. In cases of this kind, the character and fitness of the candidates and the recognition of the duty of finding the fittest person fall into secondary consideration.

Matters of this kind occasionally make their appearance with surprising candor in the public press, and then one wonders why the accepted principles in school administration have not penetrated all sections of the country. Fortunately, wherever such spoils cases are revealed they are met with public resentment. The average citizen may be under the impression that party organization is the necessary vehicle for school-board elections. He is not willing that the schools should be made the football of politicians and spoilsmen. The widely prevalent policy of "hands off the schools" has been one of the finest evidences of the essential soundness of the principles of American democracy.

The first step toward the elimination of partisanship in school affairs is the nonpartisan method of selecting members of the board of education. This may require legislative action, but it is worth any effort. It is certain to result in raising the standard of board membership and service.

## *Reflecting School-Board Policies and Practices*

**I**T SO happens that members of boards of education occasionally find themselves called upon to appear at public gatherings, to discuss the subject of school administration, and incidentally to interpret the policies and practices of the body which they represent. It happens, too, that those in the employ of the school system sometimes enter into public discussion on administrative problems, and in so doing ostensibly represent the board of education and then in reality misrepresent that body as to its policies.

In New York City, it has recently been held that the granting of unrestricted representation and public expression on the part of employees of a school system may be seriously questioned. Teachers, principals, and others have appeared before state legislatures, the state department of education, and public gatherings, discussing educational problems and at the same time presuming to reflect the opinions and conclusions of the board of education.

The freedom thus granted is believed to be open to abuse, in that the attitude of the board is not always accurately reflected. A committee report now sponsors the following resolution: "No person appointed by the board of education shall represent or presume to reflect the opinion of said board on any matter whatsoever before any legislative body or committee thereof, Department of Education of the state of New York or any other department or bureau of the state or city of New York court, commission, person or group of persons without express authorization of the board of education or its committee on law and then only to the extent provided in such authorization."

In a large community where a large number of people are connected with the school system it may happen that unauthorized persons may come forward to speak. But it strikes us that in the average community no such breaches of conduct are engaged in. In matters of legislation, the board of education should formulate its attitude on the measures likely to be considered by the lawmaking body, and delegate those who will define that attitude.

### *Shall the School Superintendency be Given Permanent Tenure?*

WITH the generous volume of school measures poured periodically into the halls of state legislation it is not surprising that new approaches to the problem of school administration find expression in the law-making attempts. Some of these expressions are as puzzling as they are startling.

Realizing that the school superintendency as a calling is far from being a secure occupation the proposal has been made recently that it be granted permanent tenure. The proposition seems at once so foreign to the usage of a past day that one wonders what the immediate reactions to same might be.

A measure was passed by the legislature of New York State which aimed to extend the term of the superintendent of the New York City schools from six to fourteen years and to insure permanent tenure to the associate superintendents. The Governor was asked by the Public Education Association of New York City to veto the measure, and he complied with that request.

The reasons urged for the opposition to the measure, which are quite interesting, are primarily based upon the fact that the superintendency positions have not been filled upon standards of merit. The further argument is that "because the bill intended to be retroactive in effect, the belief is inescapable that it is intended primarily to freeze permanently into these strategic positions persons who were not appointed with such permanent tenure in mind and who now fear to stand for reappointment on their professional merits."

"The incumbents of these positions determine the educational policies of the school system, subject only to the approval of the board of education, and their capacity or lack of capacity for leadership largely determines the efficiency of the whole school system. It would be a mistake, in our judgment, to prevent the board of education, which represents the interests of the whole people in the management of the schools, from reappraising the character of this leadership from time to time without recourse to a legal trial in order to make such changes in personnel as the progressive development of the school system may in its judgment require."

The real argument against permanent tenure is perhaps best found in the thought that the board of education should from time to time reappraise the policies and the efficiency of the superintendent and upon that appraisal extend the term of service for a reasonable period.

If in the past the official tenure of a school superintendent has been too brief, the blame must be laid upon that official as well as to the board of education. For many years most changes were made upon the volition of the superintendent himself who found openings that offered a wider field of service and a more acceptable remuneration. In recent years, however, the administrative reins have been tightened; changes have become fewer, and superintendents have held on to what they have had rather than look for openings which were uncertain or nonexistent. The result is that the official life of the average school superintendent has been lengthened rather than shortened, and greater permanency has been assured.

### *Life-Career Service in School Administration*

#### III

THE efficient administration of a school system not only implies a well-chosen teaching staff and that professional leadership which gives balance and momentum to instruction, but also the personnel that handles the maintenance and operation of the school plant and the business affairs of the system.

The larger item in any school budget is that which deals with the employment of the professional workers. The smaller item is that of business administration, plant investment, and operation costs. The difference is caused by the greater number employed in the one as against those employed in the other.

From the standpoint of size as they appear in the budget, the larger cost items would relegate the smaller to be considered as less essential. The fact remains, however, that the relative importance of any factor in a school system cannot be determined by

the size of the expenditure connected therewith. The precedence of the nonprofessional factors cannot be underestimated. The business department of a school system does employ fewer people than are engaged in the classrooms, but the task it performs nevertheless constitutes an indispensable part of the whole. Without the one the other could not function.

Some years ago someone coined the sentence "As is the teacher so is the school." Then someone paraphrased this to read "As is the school board so is the school." The fact remains that the two, teaching corps and administrative body, combined make the school. The structure must have a financial foundation and be guided under business as well as educational administrative factors.

While the function of the teacher cannot be underestimated, there is a tendency to underestimate the secretary and the clerks in the business office. The latter may pore over account books and simply record the transactions engaged in by the governing body. But these records form that cohesive something which is essential for the successful operation of the school organism as a whole. Much depends upon the completeness and accuracy of these records.

An efficient secretary or competent clerks in a school system are and must be more, much more, than mere automatons dealing with cold figures. If they are genuinely interested, they will infuse into their work progressive methods and ideas that will constitute distinctive steps in the direction of economy and progress. The service here rendered can become far more than the mere routine of office life that all secretaries and clerks carry on in the same old way.

Here, too, loyalty to the task in hand, a conscientious performance of a service involving patience, good memory, foresight, industry, and intelligence, is readily overlooked, unappreciated, and unacknowledged. The clerk who quietly works at his desk may be less picturesque than the teacher who presides over a classroom, but his work does count for far more in the scheme of things than he is given credit for.

The conclusion must be that the unostentatious and somewhat obscure workers in the business department of a school system, perform an important and indispensable task in the cause of popular education which must be recognized and appreciated.

### *Vexatious School-Administrative Tasks*

THE citizen who accepts the membership on a board of education must be prepared to accept the unpleasant with the pleasant, the complicated with the simple, and the vexatious with the gratifying.

A most difficult, and at times embarrassing, situation arises when the case of a superannuated teacher comes before the board. Here is usually a person that has labored for many years in the local schools. Advancing age, temperamental peculiarities, and a weakening in capacity have rendered her unfit for the task assigned to her. As a member of the community she enjoys social connections and the good will of a group of citizens. They meet her as a friend and companion, and know something of her virtues and attainments. At the same time, they may know little or nothing of her ability as an instructor.

On the other hand, the school authorities are well satisfied that her usefulness has declined. A younger and better-equipped teacher could serve more efficiently. A change is in order.

The task becomes more embarrassing where an aging superintendent or principal is slated for removal. Those who have served a long term of years in conducting schools may have created some animosities, but they have also drawn to themselves a host of friends and admirers. The school official who proceeds to remove the superintendent or principal in question is deemed cold-blooded and cruel. Where the superannuated cannot look for pension or retirement-fund compensation the case becomes doubly distressing.

The question which here confronts the school authorities is reduced to one of public duty versus public charity. The answer must be found in the light of the interests of the school child. School-houses, school officials, and teachers exist for no other purpose than to promote and protect the mental, moral, and physical welfare of the school child.

## The N. E. A. Convention in Portland

The summer conventions of the National Education Association have been notable in recent years in the fact that they have been largely teachers' editions of the significant elements of the Department of Superintendence programs, held during February of the same year. The high spots of educational policy, the plans for defending and improving the position of the educational staffs, the ideas concerning educational and school-finance legislation, have been largely repetitions of these same points, as developed by the superintendents and other school executives at the preceding winter meeting.

The Portland Convention was no exception to this rule. The personal interests of the group as expressed in the program centered largely around the fight for independence of teaching and learning in the nation's schools. The teachers showed concern for restoring predepression salaries and school services. There was considerable discussion of adult education, and Commissioner of Education John W. Studebaker made another plea for the development of adult civic forums. Various government employees argued for a national youth administration, the CCC program, and other new federal projects which have educational implications. In the keynote address, Dr. Fred C. Hunter outlined the program of the Educational Policies Commission, which has recently prepared an inclusive series of questions for study. Miss Agnes Samuelson, president of the Association, in discussing the theme of the convention—"Education Moving Forward"—urged the need of more rather than less education.

The attendance which showed some increase over the summer meetings held since 1930, brought together members of the House of Delegates from every state, representatives of local and state teachers' organizations, and a large number of teacher-tourists, who were attracted not only by the variety of the convention program but also by the splendid attractions of Portland and of the surrounding mountain and river country. Upward of 80 manufacturers of school equipment and teaching materials and publishers of text and reference books, exhibited their wares.

### The Resolutions

The resolutions emphasized the necessity of permanent tenure for teachers as a basic means of insuring good instruction for the children. The

Association insisted again upon academic freedom and declared that teachers must not be "intimidated by administrators, boards of education, or pressure groups, from fear of loss of position, reduction of salary, loss of opportunities for advancement, or the deprivation of their usual assignments, responsibilities, and authority." The Association opposed war and urged the establishment of a youth division in the United States Office of Education. It urged the complete restoration of educational programs and urged the passage of federal legislation appropriating money to the states for education without federal control. The Association "reaffirmed its position with reference to the necessity for independence of education in the administrative organization of the federal, state, and local governments. It herewith registers its opposition to the administrative merging of education with functions generally classified as welfare services. The Association commends such welfare services, but believes that education and welfare work are distinct functions and should be independently administered." The Association also urged the use of radio for educational purposes.

The Association made some progress toward simplifying its character, but the management of the permanent fund of \$850,000 and the election of the executive secretary will remain in the hands of the board of trustees.

The annual election brought to the foreground as candidates for the presidency, Dr. William H. Holmes, who has made an extraordinary record as superintendent of schools at Mount Vernon, N. Y., and Mr. Orville C. Pratt, successful and popular superintendent of schools at Spokane, Washington.

Mr. Pratt was elected and the following vice-presidents were named: Miss Agnes Samuelson, Des Moines, Iowa; Herman E. Hendrix, Phoenix, Ariz.; Evelyn Chasteen, Oakland, Calif.; E. W. Butterfield, Hartford, Conn.; Andrew Avery, Bainbridge, Ga.; M. P. Moe, Helena, Mont.; Mattie S. Doremus, Paterson, N. J.; Marie Brotterson, Kansas City, Kans.; W. L. Colvin, Jeanerette, La.; Willie A. Lawson, Little Rock, Ark.; O. H. Plenzke, Madison, Wis.; Ernest H. Black, Bristow, Okla. Mr. R. E. Offenbauer, superintendent of schools of Lima, Ohio, was made treasurer.

The city of Detroit was selected for the 1937 meeting.



MR. ORVILLE C. PRATT  
Superintendent of Schools, Spokane, Wash., and president-elect of the National Education Association.

mands that the children of the slum districts shall have something of the same advantages which are afforded to those living in a community of comfort and luxury. It is impossible for the state or the school district to provide an elaborate or even comfortable home, but the municipality, the state or district can provide comfortable, healthful, inspiring school buildings, and well-educated, well-trained and developed teachers for those who have been less fortunate in their economic surroundings.

The proposition that each child of a democracy is entitled to something like equal service from its state or its nation is so evident that it needs absolutely no elaboration, but it is a subject about which we have talked a great deal but one which still remains unsettled and unsolved.

### RELIGION IN THE TEACHING OF THE SOCIAL SCIENCES

Norman C. Thorne, Assistant Superintendent of Schools, Portland, Oregon

A great many people are saying that civilization is in a race between education and catastrophe. Ellwood says this statement should be modified to say that civilization is in a race between social, political, moral, and religious education and catastrophe. These latter kinds—social, political, moral, and religious education—have been neglected in our schools. A great deal of emphasis has been laid on scientific education, especially during this century. Scientific education has done much to promote material things which promote the happiness and well-being of the race, but scientific education has also produced many things which may be used for the destruction of the race. Many of our leading scientists have changed their views in regard to the constitution of matter. The materialistic view of the universe is giving way to a nonmechanical reality. As a result, more emphasis must be placed upon the teaching of those subjects which emphasize the realities, forces, and ideas of the modern world in which we live. One of the most important of these forces is religion.

A great many of the problems which seem primarily to be of political, economic, or social interest are religious problems as well, because they deal with human relations and the problem of living together. The underlying basis of the Christian religion is enthusiasm for humanity and ultimate worth for human personality. It is all summed up in the Second Commandment, "Thou shalt love thy neighbor as thyself." Because of the complexity of our modern civilization, the problems of living and living together become more and more important. Heretofore we have excluded religious teaching in our public schools. Someone has said, "Man is incurably religious." In our high-school program we have practically said, "Although religion is a very important part of your life, nevertheless in anything which we discuss here in school, religion must not be allowed

(Concluded on Page 46)

## Significant Convention Abstracts

### EQUALIZATION OF EDUCATIONAL OPPORTUNITY

Willis A. Sutton, Superintendent of Schools, Atlanta, Georgia

In discussing education in a democracy, no phase of it could be more important than the thought that each individual in that democracy should have an equal opportunity according to his talents to the fullest development of all his possibilities.

Equal educational opportunity must be granted to all sections of a state, and if humanly possible, to all sections of a country. It is not fair to any group of people living in any section of a state to be discriminated against in providing educational opportunities and yet at the same time to demand that they shall observe the same customs, be guided by the same laws, tried by the same juries, and rewarded or punished by those who maintain the standards of the state. It is manifestly unjust to think of one child reared in very poor surroundings, taught by a high-school graduate in a school building torn and dilapidated, poorly heated and lighted, with no equipment, with poor facilities, without library, and then require that that particular student shall be expected to live up to the high standards which are expected of a student born in comfortable surroundings, educated and trained by college graduates and completely surrounded by an environment of a high social order. Such a demand made by society on the part of such a child is unjust, and the equalization of educational opportunity

would break down to a great extent such formidable barriers.

Equalization of educational opportunity de-

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"The central unit is placed in a room adjacent to my office. This room has been a very busy place. We have trained a number of the students in our school to operate the system. Each period of the day some student is stationed at the switchboard. Teachers daily send their requests for certain programs to be sent to their classrooms at certain periods of the day. It may be an address from some public forum, some prominent debate, some talk by representatives of our nation's government, some broadcast from the Queen Mary or some other distant place in the world, or some choice musical program; and these requests are responded to by the operator at the switchboard.

"These contributions from the radio world have greatly enriched the classroom work of our school and have put new life in many of the courses pursued by the pupils. In the short experience that we have had with the system, it is impossible to determine the new values that are coming to us. We know they are great and we anticipate the values will grow.

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"I anticipate many new values are going to come to us next year that we at this time are not aware of.

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Yours truly,

H. V. KEPNER (signed)  
Principal  
West High School  
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(Concluded from Page 44)

to enter." We have been told to prepare boys and girls for life, and then left out one of the most important elements in that preparation. It is then we insisted that in the teaching of social science the implications of religion be stressed so that boys and girls will go out into life with a knowledge of their responsibility toward their fellow men. It is pretty generally agreed that the teen age is the period in which boys and girls are most susceptible to the influences of religion. If in our schools we can do something to bring the influences to bear upon the solution of the problems, we will have brought to bear another influence to guide and direct people in their dealings with one another.

### THE AMERICAN TEACHER AND DEMOCRACY

Hon. J. W. Studebaker, U. S. Commissioner of Education

It is well to recall the characteristics of the teachers of our country. There are approximately a million of them. As a group they are more intelligent than the average of our citizens; they are better educated; they are probably more carefully selected than are any other classes of public employees; they represent in their personal lines a fair cross section of all political, religious, social, and economic beliefs. They are patriotic, loyal Americans. Most of them work in inconspicuous places, but with an incomparable devotion to the welfare of the nation. They are not perfect because they are human; as a consequence they are patient with the unfolding lives and tolerant of the imperfections of those whom they seek to inspire and guide. They are in daily contact with thirty million learners drawn from all walks of life; they are, therefore, sensitive to the changing needs and aspirations of all groups and to the conflicting interests of these groups. They are banded together by the ideals of a profession whose sole purpose is to enable learners to find the truth and to make intelligent choices.

I ask citizens in general: Do the teachers of the United States need to be frightened and coerced

into dealing justly with their country? If so, by whom? And by what token does some other group claim superiority of intelligence, of education, of representative viewpoints, of patriotism, of human perfection, of responsiveness to public needs, and of devotion to the truth?

### THE PERPETUATION OF A DEMOCRACY

Norman F. Coleman, Reed College,  
Portland, Oregon

In the present disturbed state of political opinion throughout the world, there is very evident need that a democracy must perpetuate itself and develop its institutions through inculcating vital attitudes and ideals in its youth. There is abundant support in American history for the democratic faith in the general responsiveness of people to educational opportunity—men and women generally can be prepared for free citizenship; and in free discussion as a means of social guidance—men and women by comparing and examining opinion and proposal together can find a way to "the good society." These ideals may be strengthened in boys and girls not by pressure and authority, but by experience of creative discussion in classroom and forum, and by participation in social achievement through co-operative effort.

### SCHOOL AND HOME CO-OPERATION

Mrs. M. D. Wilkinson, National Congress  
of Parents and Teachers

Just what is the school justified in expecting of the home and what is the home justified in expecting from the school?

First the fullest and most intelligent co-operation is indicated if the best conditions are to surround the child. When we say "intelligent" that implies an understanding of the home problems. Problems such as arise from financial difficulties, social adjustments, education or its lack, citizenship, prejudices, and traditions. The teacher must know these if he is to know the child as an individual and he should. He should know the child's place in this family, his attitudes, habits, abilities and limitations. Don't ask me how this is to be accomplished in these days of overcrowded classrooms and overburdened teachers, for I don't know the answer. Perhaps this is the ideal situation and that is the one toward which we should strive.

In turn the parent needs to know the problems of the teacher and the school; an intelligent and sympathetic understanding of conditions as they are. He should know the financial situation, standards of teacher training and tenure problems. The physical conditions in and about the schools, sanitary conditions, play equipment, library and laboratory resources. He should know something of school systems in other cities of similar size that he may justly evaluate his own.

Parents should realize that their attitude toward the school plays a very important part in the child's success. In these days of streamline equipment are our ideas on education still of the model T type? Are we irritated and impatient with educational changes or are we open minded? Do we say, "Let's find out about this, there must be a reason and a good one"? This same attitude might well extend to matters of discipline and even to seeming injustice. Such an attitude will help the child to develop confidence in his school, his parents, and himself.

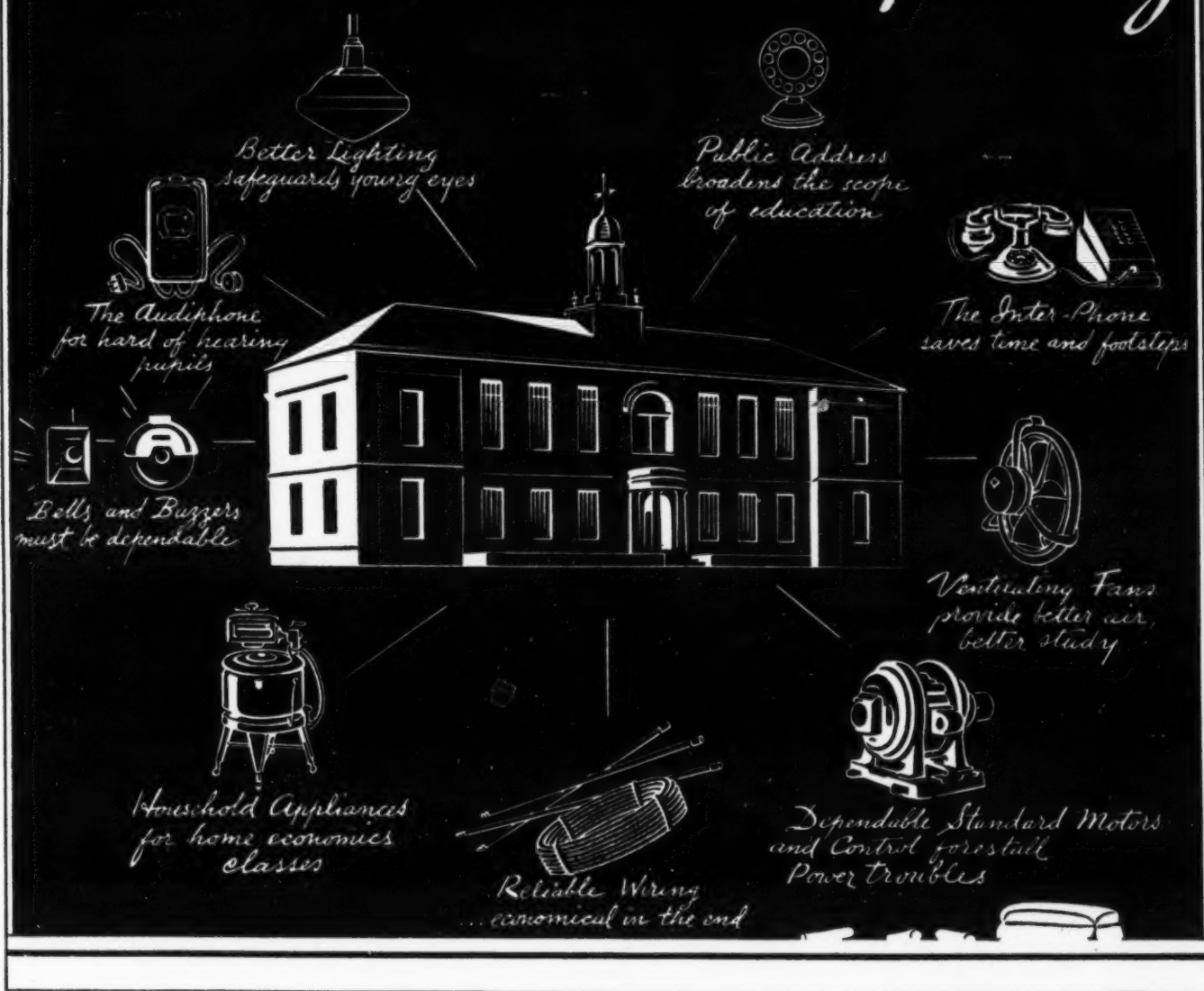
### EDUCATION AND YOUTH'S APPEAL

Robert G. Sproul, President, University  
of California, Berkeley, California

Education, if it is to be an effective answer to youth's appeal, must be devised to train followers as well as leaders, to raise the level of mass intelligence to the point, if possible, where each may be a wise leader in one field and a clear-eyed follower in many. This will be a staggering task but in a democracy there is no alternative. Young people at present are perforce staying in school longer because of lack of employment, and decreasing hours of labor and old-age pensions (though not at \$200 a month) stress the need for adult education and wise guidance in the use of leisure time. These demands upon education will, of course, be offset to a certain degree by the relatively stable period into which, all population studies indicate, we are passing. The population of the elementary schools is, in general, stationary or decreasing. The high schools are filled but the reservoir from which they draw has reached its maximum. This will result in a diminished number of high-school entrants shortly and of college matriculants eventually. Nor is our present position so consolidated that we need add only a few years to the present school period, for we are now educating no more than two thirds of our

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# Check-items in wise school planning

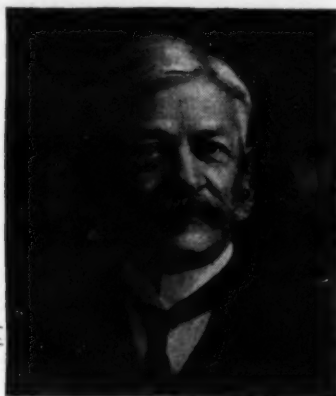


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(Concluded from Page 46)

boys and girls up to the age of 18. The American Youth Commission estimates that not more than 60 per cent of those of high-school age were actually enrolled in high school. This means that we must provide secondary education for at least 50 per cent more than we now do. This high-school group is far more important, in my opinion, than those who seek collegiate education without regard to their fitness for that academic routine. America's answer to youth's appeal is not going to be fulfilled by inordinately increasing facilities for the economically and intellectually fortunate at the expense of those who are less fortunate. Especially is this true when, as is too often the fact, educational facilities for the academic high-school graduate are provided in total disregard of the needs of the community. All of us recognize that one of the faults of our educational system is the standardization of courses primarily aimed at preparation for the traditional university. That fault will of course, be deepened and intensified by the further establishment, at every crossroad, of small colleges attempting to duplicate university offerings as closely as possible. We need a greater diversity of paths in our educational landscape, and we are not going to meet the situation by pouring more concrete on the highway that leads to white-collar jobs.

### NEW DEVELOPMENTS IN EDUCATION

Charles H. Elliott, State Commissioner of Education, Trenton, New Jersey

Among new developments, I place first a trend which shifts the emphasis from a negative approach to a distinctively positive one. This has been accelerated principally through recent developments in elementary education which tend to center the instruction in the child and to give him opportunity to learn not alone from books and references and through other commonly accepted aids and appurtenances, but through activities which call into play a multitude of connections. In this development, the child is encouraged to set up problems under the guidance of the teacher. In solving his problems he goes to many sources. The reference library and many publications by industries and government agencies yield materials; he talks with persons in the community, he makes excursions, and as part of his work, he makes posters and models, writes descriptions, dramatizes certain events, and above all is given opportunity to display originality and to utilize creative expression.

You recognize this as a summary of the best in our creative education movement and stated in the psychologist's terms you know that such procedure calls into play a great many connections. In all of this learning, the child must do sorting and selecting; he must make comparisons and judgments, which are elements of independent thinking. The child is given much freedom and if by cleverly arranging his school-work, we enable him to work with things to which his interests are closely tied, and if whatever he produces or accomplishes is done with satisfaction, permanence of learning is favored. It is worth emphasizing that the more situations in which these activities are exercised, the greater probability there is that permanence of learning will result. The important thing in this development of education is that the whole mental and physical equipment of the child be called upon and then that he be encouraged to contribute his maximum effort. If activities are practiced so as to develop habits under life conditions, we gain outcomes that not only are useful but have infused the learning with a definiteness and accuracy so that things learned in school do not have to be unlearned after leaving school.

### THE FAMILY IN INDUSTRIAL SOCIETY

A. L. Threlkeld, Superintendent of Schools, Denver, Colorado

Our industrial society has not destroyed the home, and I think it need not do so. If I thought the destruction of the home was inherent in our industrial society, I certainly would be against the whole idea, for I cannot conceive of any good society that is not based, in the final analysis, upon not only the existence but the soundness of this primary social unit that we call the home. I believe it fundamental to everything else. But our industrial civilization has made great changes in the nature of this home society. Whereas in the agrarian civilization there were few responsibilities that took parents away from their homes, hardly any that took them away from their homes for any great percentage of their time, in our industrial civilization there are many responsibilities that take parents away from their homes for considerable periods of time.

In the first place, hardly any parent can make a living for his family today by staying at home. The industrial process that once kept people at home now takes them away from home. The taking of the industrial process itself, or the process of economic life,

out of the home has made a tremendous difference with reference to the home's providing an adequate program of experience-giving activities for its young. It would require much time to delineate the various changes that have come upon the process of living in the modern home as compared to that of former generations. This reference to the change that has occurred in the location of the economic process itself is perhaps sufficient to illustrate the great change that has occurred in the nature of home life as a result of the development of our industrial civilization. The important thing for us as school people to consider is that this change has necessarily thrown new responsibilities onto the school. In addition to the teaching of reading, writing and arithmetic, we are now responsible for a significant share of the process of child rearing. This fact, I believe, explains to a considerable degree our enriched curricula, our extensive extracurricular programs, our tendency toward socialized techniques of instruction in the classroom, and our tendency to expect teachers to direct extracurricular activities.

### PREVIEW OF CONVENTION PROGRAM FOR SCHOOL-BUSINESS OFFICIALS' ASSOCIATION

Paul H. Scholz, president of the National Association of Public-School Business Officials, offers a preview of the convention program for the meeting, to be held October 12 to 16, in St. Louis, Mo.

The program offers a number of outstanding topics for convention addresses. There will be about eighteen addresses during the week on topics of great interest to business officials in public schools. Among these may be mentioned a talk on "Business Methods in Public Service," by Dr. Isidor Loeb, of Washington University; another on "Credit Unions," by William C. Bruce, Editor of the SCHOOL BOARD JOURNAL, Milwaukee, Wis.; a paper on "Efficiency and Economy in Visual Education," by Dr. J. Keller, of the Institute for Visual Education. There will be a panel discussion on the topic, "Federal and State Aid for Financing the Schools."

The round tables will be at the luncheon hour. On Tuesday, October 13, and Wednesday, October 14, there will be five luncheons, five round tables in different rooms, and five groups of subjects for the different discussions.

The St. Louis schools anticipate an active participation in the program. The opening day's program will be given by the local school board and will demonstrate to those present the various processes carried on by the board in its business organization, its building and maintenance divisions, and its supply department. It will give a first-hand opportunity to study these departments which will form an important feature of the convention. In addition to St. Louis Day, all of the facilities of the public schools will be available for observation, and full participation will be given in the program.

Information concerning the speakers and the program may be obtained by writing to Mr. H. W. Cramblet, secretary of the board of education, Pittsburgh, Pa.

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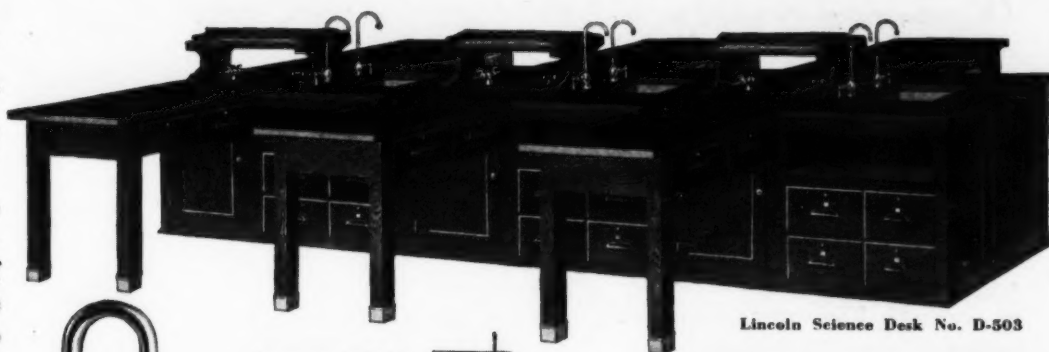
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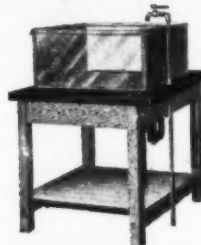
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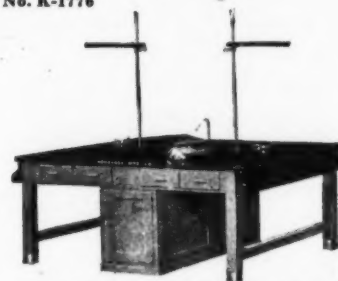
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## School Law

### RECENT SCHOOL DECISIONS Compiled by Patrick J. Smith, Esq.

Board of education derives its power from the legislature, the Kentucky Court of Appeals has ruled in the case of *Smith v. Board of Education of Ludlow*, 94 S.W. (2) 321.

"The board of education derives all its powers from the Legislature and can exercise no power not expressly or by necessary implication granted to it; nor can it deprive itself by its own actions of the powers that are given it, nor enlarge or diminish them."

"We are not unmindful of the rule that school boards are given a reasonably wide discretion in removing teachers and other employees when any legal cause is charged and supported by any evidence of a substantial nature. But this does not mean that such boards may rescind their contracts and discharge such employees for some fanciful or imaginary cause to suit their own ideas. If such had been the intention of the Legislature, evidently it would have provided for their removal at will, or without cause, instead of 'for cause.'"

#### Voters Control Bus Transportation

Where voters of a rural district decided not to hire a bus to transport pupils, the school board could not lawfully hire a bus to transport the pupils.

"After the voters of School District No. 10, at their annual meeting, had refused to authorize the hiring of a bus for transportation of the pupils of that district to School District No. 9, it was the duty of the school board to have followed the expressed wish of the voters; they had no discretion left them as to that particular matter; and in pursuing the course they adopted, they were exceeding their authority as such officers and acted in violation of law." *Morfield v. Huddin*, 267 N.W. 350 (Nebr.).

#### Employment of Nuns as Teachers

"The employment as teachers in the common schools of North Dakota of nuns, members of a religious society of the Roman Catholic Church, who are duly qualified as teachers under the laws of the State of North Dakota, is not violative of sections 147 or 152 of the State Constitution." *Gebhardt v. Heid*, 267 N.W. 127.

"Obviously the school in question here is not a 'sectarian school' within the meaning of section 152 of the Constitution. It is not affiliated with any particular religious sect or denomination. It is not governed or managed, nor are its policies directed or controlled, by such sect or denomination. It is one of the public schools of North Dakota, operated under the supervision, direction, and control of the public officers of the state, county, and district who, under the Constitution and laws of the state, are charged with the administration, management, and government of such public schools. The courses of study therein are prescribed by public officers and employees whose duty it is under our laws to prescribe such courses. The teachers in the school have received the certificates authorizing them to teach in the public schools of North Dakota upon compliance with the laws of the state; and they are as much subject to the control and direction of the superintendent of the school in which they teach, and of the county superintendent of schools and the state superintendent of public instruction as are other teachers in similar schools in the state."

"We are all agreed that the wearing of the religious habit described in the evidence here does not convert the school into a sectarian school, or create sectarian control within the purview of the Constitution. Such habit, it is true, proclaimed that the wearers were members of a certain denominational organization, but so would the wearing of the emblem of the Christian Endeavor Society or the Epworth League."

#### Lack of Co-operation as Cause of Dismissal

The phrase "other good and just cause" in the Indiana teachers' tenure law includes "lack of co-operation." In the case of *Stiver v. State ex rel Kent*, 1 N.E. (2) 1006, The Indiana Supreme Court said,

"It is a close question whether the evidence failed to support the charge of insubordination. We cannot say that there was not sufficient evidence to support the charges of 'neglect of duty' and 'lack of co-operation.' The latter cause is not one of the statutory causes which is expressly specified. But we think it is legal cause within the provision 'other good and just cause.' In accordance with our holding in *State ex rel Felthoff v. Richards* (203 Ind. 637) 'other good and just cause' would include any cause which bears a reasonable relation to the teacher's 'fitness or capacity to discharge the duties of his position.' A court cannot say as a matter of law that ability and willingness to co-operate are not reasonably related to the fitness or

capacity of a teacher for the performance of his duties."

#### Teachers' Contracts

The teachers in the public schools of the county, the Georgia Supreme Court said, must enter into a written contract with county board of education, and amount of their salaries is to be fixed by the board of trustees of the respective school districts. *Jones v. Ellis*, 185 S.E. 510.

"As we construe the school laws, the several provisions bearing on this subject, we deduce the following: Properly construed, the intention of the General Assembly was that when school funds are received by the county authorities from the state, they are to be apportioned and distributed [paid] to and received by the treasurer of the board of trustees of the school district, when and if the treasurer has made the bond provided by law. Teachers must enter into written contracts with the county boards of education, the amount of their salaries being fixed by such boards of trustees of the respective school districts. This construction of the law is not inconsistent with the plan requiring the county board of education to make all contracts with teachers, and, furthermore, it is consistent with the general supervisory and controlling powers placed in the county board of education for the whole county. The written contracts made by them with the teachers insure a complete record for the entire county, to be retained in one official body, viz., the county board, to whom such information is absolutely essential for the purpose of requisitions by them on the state for the total amount of the funds due the county. Nor does this construction deprive county boards of education of their general supervisory power over all schools of the county."

#### Education a State Function

"By the declared policy of the state, the duty of educating the children within its borders is fundamental," the Supreme Court of Washington held in the case of *Newman v. Schiarb* (State Board of Education, intervenors. 50 Pac. 2nd. 36. Oct. 18, 1935)

"The establishment and maintenance of public schools throughout the state is primarily and essentially a state purpose, from which local and special benefits are expected to, and do, flow to the counties and the various municipalities of the state. In the performance of such general duties and purposes, the state calls upon and utilizes its constituent political agencies and for such purposes confers such powers and imposes such duties upon them as it deems necessary. These local subdivisions are created by the

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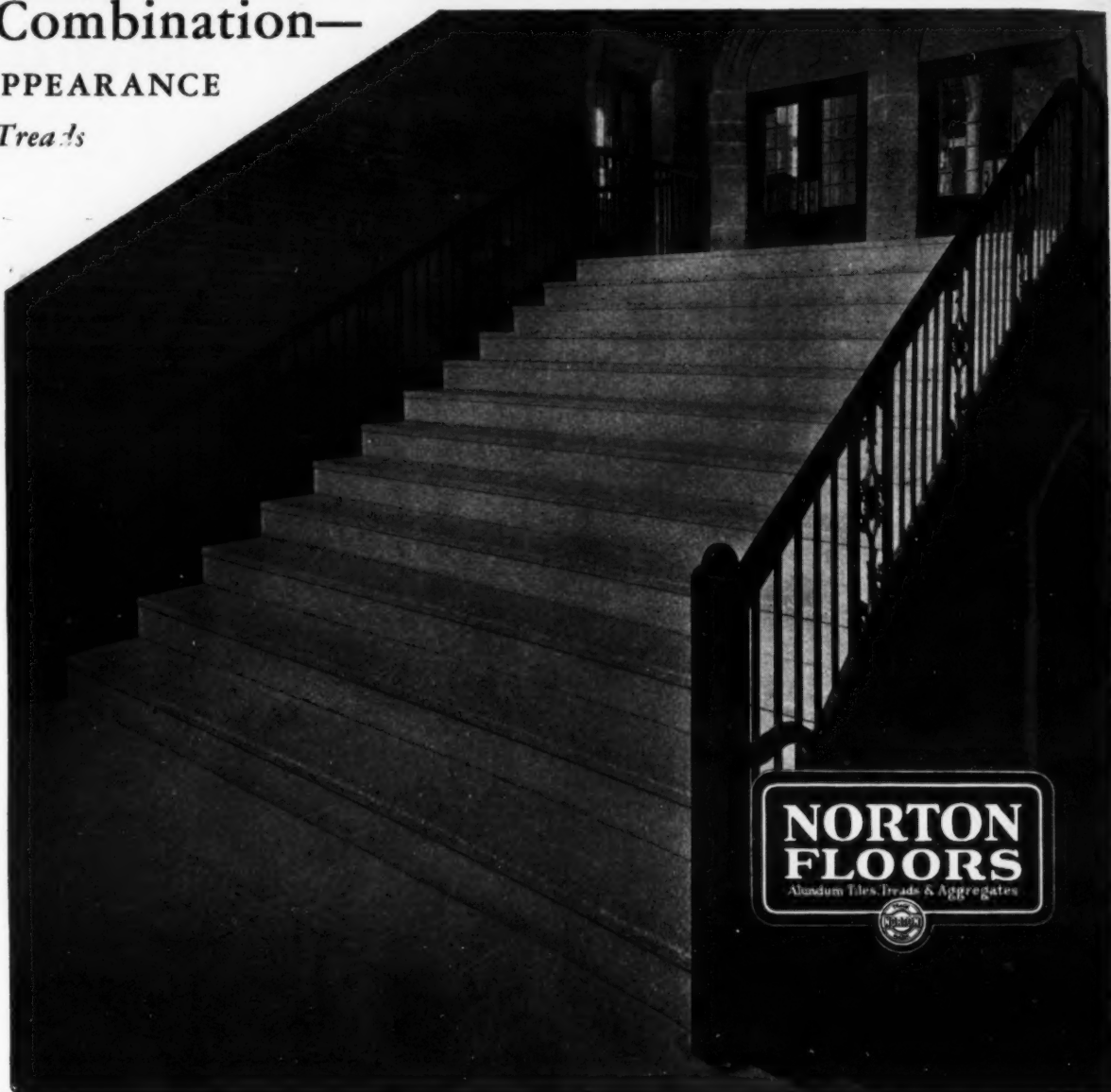
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sovereign power of the state and under its paramount authority, with the view, not only of having them administer their own local and internal affairs, but also of having them carry out the policies of the state at large and assist in the accomplishment of the general purposes of the state. Consequently, the state through the Legislature, may not only require such subdivisions to levy taxes for public purposes, but may also fix the amount to be levied by them provided that such purposes, though of a general nature and for the benefit of the whole people, result in special benefits to the particular subdivision."

#### School Trustee's Compensation

It is the duty of a township trustee to consider a teacher's application for employment without demanding compensation for so doing.

"... it is contended by appellant that: 'Although the complaint proceeds upon the theory of refusal and neglect on the part of the defendant to perform the official duties pertaining to his office as township trustee, in the matter of the employment of teachers, it wholly fails to state any facts tending to show or disclose any refusal or neglect on the part of the defendant to perform any official duty pertaining to his office.' It was the duty of the trustee to select and employ teachers and to consider applications for employment, without demanding that any compensation for so doing should be paid to him, or to any member of his family, or to any other person. A refusal to consider applications for the position as teacher until an unlawful condition was complied with was a refusal to perform an official duty pertaining to his office. If an officer whose duty it is to act refuses to act until a sum of money is paid to him or to someone else, he has refused to do his duty, and it does not suffice to say that he afterwards did the thing which it was his duty to do after compensation had been paid to him, or to some other person, at his request." *Weatherhold v. State*. 199 N. E. 713. February 7, 1936 (Ind.).

## School Administration Notes

♦ Princeton, Ky. A new system of grading students has been put into operation, which it is claimed, has resulted in the elimination of failing pupils. Under the

system, if a student remains in a subject for a year, he is given a grade of U.C.D. U means that the pupil does all the work the teacher assigns and goes beyond the assignment. C means he does average work, or about all that the teacher assigns. D means that a pupil sits in class but does little or no work while there. Such a pupil is given a grade or unit in high school and is told that he may not take any more work in that subject until he has repeated the work and improved his standing. This keeps the pupil from failing and puts him on the right road.

♦ Mooresville, Ind. The school board has added instrumental music to the course of study. The school program has been adjusted so that any pupil who desires can learn orchestra or band music without cost. Each student is required to furnish his own band instrument.

♦ Russellville, Ky. The junior and senior high schools have been completely reorganized on the short-unit plan. Under the operation of the new plan, failures have been reduced more than 75 per cent.

♦ Cambridge, Mass. The school board has voted to adopt a new method for the appointment of headmasters in the elementary schools. Under the new system, appointments will be made from teachers who have been in the school system at least seven years, and selections will be made upon the basis of a competitive examination. A passing mark of 75 will be required. All applicants will be rated by a board of examiners, comprising three supervisors.

♦ Athol, Mass. A book-mending project was conducted in the schools through the spring months. The project which was conducted under WPA auspices, included the cleaning and repairing of textbooks. A total of 4,613 textbooks were cleaned and put into condition for continued use, and 2,287 were provided with wear-resisting fabric covers. The work will be continued through the summer months.

♦ The Connecticut State Board of Education has sent out a communication, in which it holds that a superintendent of schools cannot be required by a local school board to teach in the schools he supervises. The ruling was given in the case of the Thomaston board, where it was voted to require the superintendent to teach four periods a day in the high school, a work which he had not previously been required to do.

♦ Athol, Mass. A school band of sixty pieces has been developed with pupils from the junior and senior high schools. The band was established through in-

strumental classes, conducted under the direction of the supervisor of music during the past school year. The money for the purchase of instruments was raised through proceeds of school shows, motion-picture benefits, and a band concert put on by the students of the schools. It is planned to obtain uniforms for the band members during the next year.

♦ The research division of the National Education Association has announced that copies of the various types of pupil accounting forms are kept on hand and will be available to any teacher or school official who requests them. It is the purpose of the research division also to keep on file copies of various forms used in counseling and guidance for the benefit of school authorities.

♦ The Metropolitan Museum of Art, of New York City, has announced that it will resume its full schedule of lectures and gallery talks for teachers and school children, beginning with October, 1936. For classes in the public elementary schools of the city, talks will be given by appointment on subjects related to the curriculum. The talks will be given in the galleries, but when necessary they will be supplemented by the use of lantern slides in a classroom. Museum courses for which credit given by the city colleges is approved by the public-school system of the city, will be offered free of charge to teachers.

♦ Newton, Mass. A uniform policy has been adopted by the school board for the better placement of pupils on all grade levels. The procedure for pupils entering the schools for the first time involves trial placement on the basis of past school records, individual reading tests on the primary levels, and achievement and intelligence tests on upper grade levels. In the senior high school, placement is made mostly on the basis of past achievement in subject matter, but the guidance department makes curriculum suggestions and gives achievement and intelligence tests when it seems desirable.

♦ Baltimore, Md. Beginning with September, a new educational experiment will be conducted in the senior high schools. The new plan calls for a simplified course for the last two years of the secondary schools, designed for students whose work in the first two years does not give promise of successful work in the last two years. Such students will not be given a high-school diploma but will be presented with a certificate at the end of the course. Students who take the course will be relieved of further work in academic subjects.



PRINCIPAL  
ERVIN F. CARLISLE

ASST. PRINCIPAL  
GORDON S. HUMBERT

FRANK B. WILLIS HIGH SCHOOL  
DELAWARE, OHIO

June 8, 1936.

International Business Machines Corporation,  
Columbus, Ohio.

After one year of trial we can truthfully say that the Superintendent of Schools and the Board of Education of the Delaware City School District took the most progressive step in the history of the schools when they purchased the new International Sound Equipment. This equipment can be used so extensively and efficiently in meeting new situations confronting the Administrative Department, in improving instruction, and coordinating school, church, home, and community activities, that its value to the school and community is inestimable.

The equipment includes a two channel system with loud speakers in all rooms of the school. In addition to the microphone used for broadcasting from the central office, the system includes radio and phonograph attachments.

Outstanding men of all fields are brought directly into the class room. Pupils feel that personal touch that is lacking in the reading of the average text. Programs originating in the Ohio School of the Air, Washington, D. C., and other educational centers

are becoming a necessary part of our educational program. We no longer depend entirely on our school environment; radio is now an influential part of our everyday program.

Administratively, the installation of this radio equipment was the greatest contribution of the twentieth century. The principal is no longer just a passive head of the school, but he maintains a personal contact with each and every room of the school through his announcements during homeroom periods.

To show the value of radio administratively, we shall point to several specific situations relative to its use. Regardless of the fact that our school is fire-proof, a fire broke out in the paper chute and both teachers and pupils began to grow alarmed. The principal immediately went to the radio, made contact with all the rooms, and assured the entire school that there was no cause for undue anxiety.

In most schools, noon supervision is a monotonous grind. Not so in Frank B. Willis High School. We have our noon dances in the gymnasium, or our entertaining program in the auditorium, through the use of the phonograph attachment. Our hall problem is reduced greatly, and teachers no longer complain of this unnecessary burden.

Our Junior-Senior Banquet Committee was confronted with the problem of furnishing music during the meal. This was easily solved by using the new phonograph equipment.

# THIS LETTER will interest every educator

An actual user tells of his experience with  
the International Sound Distribution System.



Our school maintains a close cooperative relationship with the Psychology Department of Ohio Wesleyan University. In the past we spent some two or three days in the administration of Psychological tests. This year the test was given to the whole school at the one time from the central office. All papers were in the office in less than forty minutes.

The most valuable contribution of this new radio system, however, is in the field of instruction. The use of varied radio activities can be of limitless educational value; it all depends on the teacher concerned. The radio, if properly used, is the most dynamic activity of this modern educational era.

In Frank B. Willis high school we are emphasizing the maximum use of the radio. Current events programs presented by noted radio artists are often used as the approach to the study of American History. As a result of such an approach pupils are often stimulated to go back in our American heritage to study a similar period in the past in order to make a more intelligent decision concerning a current problem. Also, pupils are beginning to evaluate radio programs in English and Social Science classes.

I have the greatest faith that the intelligent use of the radio will contribute much to the betterment of our American Democracy. This new International equipment has already contributed much to our school system and community.

*Ervin F. Carlisle*

Supervisor of Instruction

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# School Administration in Action

## RENTAL OF SCHOOL ACCOMMODATIONS

The board of education of Worcester, Mass., recently adopted rules and regulations governing the rental of school property for the use of educational, civic, philanthropic, and like organizations. All applications must be made to the business manager in forms prescribed by the board, and janitors are forbidden to provide additional accommodations not provided in the contract.

**Reservations.** School accommodations may be reserved for a period of three days, if request for reservations is made one week or more previous to the rental date.

**Police Protection.** In every case, when a school building is occupied in whole or in part, outside of the regular school hours, sufficient police protection must be provided by the organization to which the use of these accommodations is granted.

**Janitor Present.** No schoolhouse, or part thereof, shall be opened for rental purposes unless the janitor is present.

**Sales Prohibited.** The sale of peanuts, popcorn, candy, and gum are prohibited.

**Decorations.** No decorations of any kind that will in any way deface the school building, grounds or property will be permitted, and all decorating before being done, must have the approval of the janitor of the school.

**Vacation Rentals.** No school accommodations will be rented during school vacation periods.

**Buildings Vacated.** In all cases, when school accommodations are rented for use by outside organizations in the evening, the buildings must be vacated not later than 12 o'clock, midnight.

**Rental Rates.** The scheduled charge for the use of school accommodations is composed of two factors—a city charge and a janitor charge. The city charge is designed to cover in part the actual cost to the city for heat and light, and the janitor charge is designed to cover the amount paid to the janitor for service rendered.

**Payment in Advance.** All charges connected with schoolhouse rentals must be paid in full in advance to the Business Manager, who will, in turn, from the amount received, pay to the Inspection and Construction of Buildings Department the amount due for the city charge, and to the janitor the amount due for his services.

## PUBLIC SCHOOLS AND UNION LABOR

A contract has been submitted by labor officials to the board of education of Des Moines, Iowa, which is concerned with the employment and compensation of public-school building employees. The proposed contract called for a 44-hour week or an eight-hour day, and a union wage scale ranging from \$125 to \$165 a month for all janitors, custodians, and others employed in the buildings and grounds department.

It also provided for seniority rights, with classification according to qualification, and the right to negotiate and arbitrate.

Judge Charles Hutchinson, the counsel for the board, has held that the contract is illegal, in that it constitutes a delegation by the board of its authority to an outside organization not responsible to the voters of the school district.

Judge Hutchinson further said: "A contract to employ only union labor in such a case as this is contrary to public policy, especially when coupled with the provision that all the persons working for the district in the line of work covered by the contract are compelled to join the union."

"Under our Iowa law the school district cannot legally comply with the provision of this contract, which also requires what is known as the 'check-off.' By such a requirement, the school district would deduct the dues and fines imposed by the local union from the worker's wages and pay it to the union."

## THE COUNTRY'S SCHOOL-BOND INDEBTEDNESS

A tabulation made by Mr. C. E. Rightor, manager of the Municipal Service Department, of Dun and Bradstreet, reveals some interesting figures on the school-bond indebtedness of the leading 25 cities in the United States, as follows:

	Population 1930	School-Bond Debt
New York, N. Y.	6,930,446	\$345,207,851
Chicago, Ill.	3,376,438	41,935,500
Philadelphia, Pa.	1,950,961	63,211,000
Los Angeles, Calif.	1,238,048	52,034,848
Cleveland, Ohio	900,430	15,759,090
St. Louis, Mo.	821,960	3,997,000
Baltimore, Md.	804,874	26,537,871
Boston, Mass.	781,188	8,277,000
Pittsburgh, Pa.	669,817	22,431,450
San Francisco, Calif.	634,394	13,850,000
Milwaukee, Wis.	578,249	8,056,500
Buffalo, N. Y.	573,076	20,321,250
Minneapolis, Minn.	464,869	19,565,924
New Orleans, La.	458,762	5,000,000
Cincinnati, Ohio	451,160	14,711,500
Newark, N. J.	442,337	19,259,200
Kansas City, Mo.	399,746	20,528,000
Seattle, Wash.	365,583	10,321,000
Indianapolis, Ind.	364,161	10,020,000
Rochester, N. Y.	328,132	15,929,500
Jersey City, N. J.	316,715	13,956,500
Louisville, Ky.	307,745	10,966,400
Portland, Oreg.	301,815	8,052,318
Houston, Texas	292,352	10,594,000
Toledo, Ohio	290,718	13,712,000

Two of the larger cities are omitted. Washington, D. C., has no school-bond indebtedness. In Detroit the obligations incurred for school property are included in the general public-improvement debt and therefore not separately stated. The compilers note the fact that in the list of cities enumerated the net per-capita obligation varies from Milwaukee with \$55.45 to New York \$226.09; from Seattle \$63.34 to Newark \$210.55. In a total of 268 cities the average net per capita is \$117.19. The general trend on the gross municipal bonded indebtedness is in the direction of a decided reduction.

"From the point of view of the cities, a highly

favorable bond market has existed during the year. Municipals rank close to the Federal Government's securities as a safe form of investment, having shown a substantial improvement in price continuously since early in 1934. This improvement is due to many factors, including the general economic recovery, which had a beneficial effect upon tax collections, federal assistance through several agencies, and statutory legislation designed to strengthen local finances, including state supervisions, etc. The legislation included provision that municipalities might avail themselves of financial assistance from the Federal Government by direct contributions or loans, and also has provided extensively for the financing of self-liquidating municipal enterprises either through creation of a local 'authority' or directly by pledge of net revenues of a public service enterprise."

## ACCIDENTS IN SCHOOL BUILDINGS

Charles H. Elliott, State Commissioner of Education, Trenton, New Jersey

The most recent statistics indicate that 50 per cent of the accidents in schools occur in the regular work in the physical-education department and in the school shops. The 1936 edition of *Accident Facts* published by the National Safety Council points out that during the last fiscal year accidents to pupils in elementary and high schools in the United States caused a total absence of 2,160,000 pupil days. This figure is equivalent to the continuous absence of 1,200 pupils for the whole school year. Viewed from another angle, this is equivalent to the elimination of the entire elementary- and high-school system in a city of 75,000. In other words, the very organization of the school itself and the activities carried on in the school present a safety problem of large proportions. Think of it! Of all accidents, in school buildings 20 per cent occur in the corridors and on the stairs.

## DETROIT IMPROVES SCHOOLS

A steady improvement in the financial situation of the schools during the past fiscal year has been reported by John H. Webster, retiring president of the board of education, Detroit, Mich.

Mr. Webster points out that \$25,820,180 was available for school expenditures during the school year 1935-36, as compared with \$19,616,452 in 1933-34. The increase was largely due to increased aid from the state in the form of special funds totaling \$9,077,216. The additional funds have made it possible to restore the salary structure, to lengthen the school year, to provide more adequate supplies, and to partially catch up with building maintenance.

An obstacle in the way of a return to normal conditions is the size of classes. More funds are needed to remedy the condition, and new buildings and better maintenance facilities are necessary. To keep pace with the growth of the schools, it is estimated that \$5,000,000 a year must be provided for new buildings, and \$750,000 a year for land.

## SCHOOL-BUS OPERATION

According to a census conducted by "Bus Transportation" as of January 1, 1936, a total of 28,231 schools operated 77,825 busses during 1935. Of these, it is estimated that 6,000 busses were used by schools on a part-time basis, and were in further use as common carriers. The total mileage of all school-bus routes was 924,597, and 2,918,657 children were transported daily. The cost of the service has been estimated at \$52,621,881 annually.

## USE OF SCHOOL AUDITORIUM

Under a ruling of the Portsmouth, N. H., board of education, applications for the use of the junior-high-school auditorium are considered as commercial or non-commercial and charges are made accordingly.

For all commercial uses of the room, which include plays and other group uses at which an admission charge of \$40 is made for the production, \$10 for an afternoon rehearsal, and \$15 for an evening rehearsal. The charge is intended to cover light, heat, janitorial work, and stage manager, but not police duty and license charges.

Noncommercial uses of the auditorium are subdivided into three types: (1) use by school groups, including teachers, parent-teachers, alumni, and students; (2) use by boy scouts and similar organizations up to three occasions annually; (3) uses by all other noncommercial groups for which no charge is made. For the last mentioned, a janitor's fee of \$5 is imposed.

## ASK PLUMBING SURVEY

The joint committee on health problems in education of the National Education Association and the American Medical Association, at a meeting of the National Education Association, in St. Louis, adopted a resolution, calling for a survey of plumbing in school and public buildings. The purpose of the survey is to discover and point out possible dangers to school children from apparently safe and modern plumbing installations. Attention will be directed to the danger of back siphonage and pollution of water-supply systems.



THERE ARE STILL A FEW LEFT

The log schoolhouse illustrated is in service in a government forest preserve near Fort Sherman, Oregon. (Wide World Photo.)

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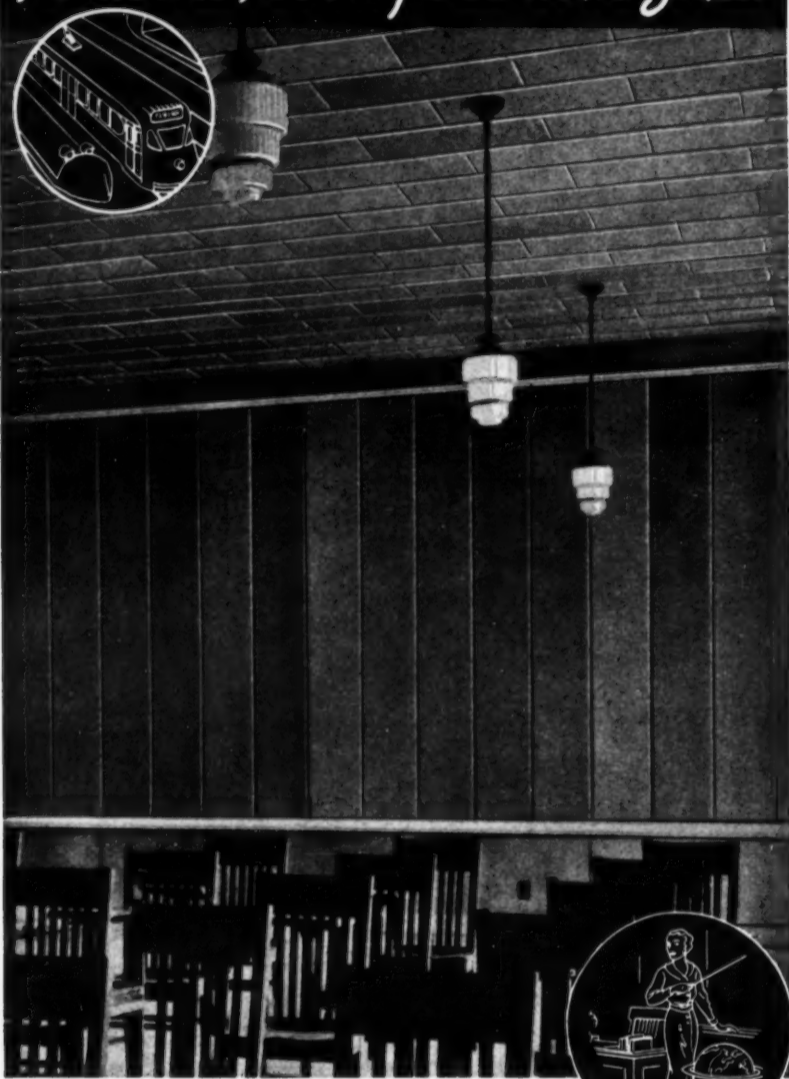
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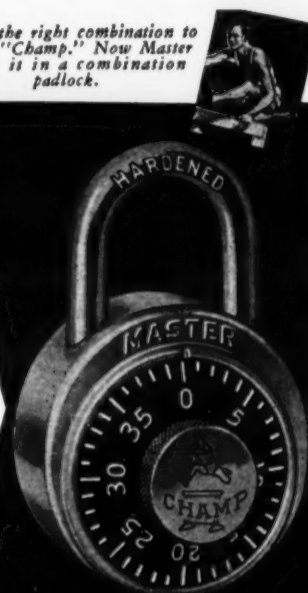
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Modernized louvers, handle and hinges provide more than fine appearance. They mean better service, and increased strength to stand long years of hard usage.

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## School Building News

### BUILDING NEWS

♦ The board of education of Independence, Iowa, has undertaken an extensive program of school-building renovation, involving the sanding and filling of schoolroom floors, the painting of interiors of buildings, the installation of new plumbing, and the re-building and sodding of school lawns. The work is being carried out in part by the regular school janitors and custodians and in part by labor under the NYA. A part of the cost of labor is being financed by a maintenance fund.

♦ The school superintendents of 39 counties in the State of Washington, at a conference meeting of the superintendents' association, held in Vancouver, discussed a proposal calling for a state survey of rates on school fire insurance to effect annual savings of approximately \$25,000. The total insurance carried in school buildings in the state was estimated at \$60,000,000 and assertions were made that the rates are too high.

♦ East St. Louis, Ill. The school board has adopted an extensive program of school repairs, to involve an expenditure of \$40,000. The program includes the repair of plumbing systems, the rearrangement of lighting systems, painting, floor repairs, and replacement of laboratory equipment in the high school.

♦ New York, N. Y. The Public Works Administration has announced that it stands ready to renew federal loans and grants for school-building construction in the city. The projects for which federal loans will be sought are those included in the \$26,500,000 capital-outlay budget of the city for the current school year, as well as eight other projects forwarded to Washington in connection with previous requests for PWA funds but never approved. These eight projects will involve a cost of about \$2,500,000.

♦ Newton, Mass. The school board, following a study of the school-building situation, has set up a ten-year building program, looking toward ten definite building projects throughout the city. The program is intended to provide for new buildings to replace old wooden structures.

♦ East Orange, N. J. The city council has authorized the issuance of \$840,000 in notes, to finance the proposed junior high school on North Clinton Street.

♦ Crowley, La. The taxpayers have been asked to approve a proposal of the school board of Arcadia parish, placing the bonded indebtedness on a parish-wide basis and providing an additional \$384,500 for additions, repairs, and additional school facilities.

♦ Plaquemine, La. Three bond issues, totaling \$180,000, have been approved for school improvements in Districts one, three, and four.

♦ Chicago, Ill. The board of education has proposed the construction of five schools in the north and northwest sections of the city. A request has been made for federal aid in connection with a \$5,675,000 building program, calling for twenty new buildings.

♦ Peoria, Ill. Construction work has been started on the senior high school on North Perry Ave., to cost \$640,000. The building, which is being erected with PWA aid, will be completed in January, 1937.

♦ Los Angeles, Calif. The school board has awarded contracts for six more school buildings, at a total cost of \$306,468. An auditorium building will be constructed for the Huntington Park High School, at a cost of \$104,100.

♦ Bay City, Mich. Work has been started on a program calling for the construction of a junior high school and grade building, estimated to cost \$1,241,818. Of the total cost, the city will be responsible for \$683,000, and the Federal Government will bear 45 per cent of the cost.

♦ Indianapolis, Ind. The board of education has voted to undertake a pay-as-you-go building program. In its new budget for 1936-37, the board has added \$875,000 for the erection of new school buildings. Approximately \$450,000 has been allotted for the Irvington High School, and \$350,000 for the addition to George Washington High School. The board has taken steps to provide additional emergency facilities by adding four buildings to the portable colony at two schools.

♦ Dallas, Tex. Construction work has been started on a high school in Highland Park, for which a WPA appropriation of \$329,999 has been made.

♦ Butte, Mont. Construction work has been started on a high school, to cost \$800,000.

♦ Philadelphia, Pa. A temporary loan of \$3,000,000 has been approved to enable the completion of the new school-building program.

♦ Eldorado, Kans. Construction work has been started on a senior high school and junior college, to cost a total of \$391,500.

♦ Amarillo, Tex. Work has been started on a junior college, to cost \$150,000. The work will be financed with a PWA grant of 45 per cent of the cost.

♦ Milwaukee, Wis. The new Pulaski High School, now in course of construction, will be completed at a cost of \$958,050.

♦ Stevens Point, Wis. Action has been taken to bond the city for \$200,000 in order to finance the city's share of the cost of the Jacobs High School, estimated to cost \$300,000.

♦ Port Arthur, Tex. The school board has proposed the construction of the Wilson Junior High School, to cost \$500,000.

♦ Oklahoma City, Okla. Bids have been received for the construction of the northeast high school, to be erected at a cost of \$300,000.

♦ Scranton, Pa. Construction work has been started on the South Scranton Junior High School, to cost \$1,058,300.

♦ Wauwatosa, Wis. The school board has requested a federal

grant of 45 per cent on an estimated sum of \$750,000 to enable the completion of a high school.

♦ Ville Platte, La. The school board of Evangeline parish has begun work on a \$300,000 school building, to be erected with the aid of PWA funds.

♦ Lexington, Ky. Construction work will be started on a \$300,000 PWA building program, to include a junior high school and an elementary-school unit.

♦ Princeton, Ky. The school board has begun the construction of a stadium, which is being financed with the aid of WPA funds.

♦ Bayonne, N. J. Construction work has been started on a new senior high school, which is being financed with the aid of a PWA loan and grant of \$1,281,000 for the building, and one of \$394,000 for furniture and equipment.

♦ Fitchburg, Mass. Construction work has been started on a new senior high school, to be erected with the aid of federal funds. The building will have accommodations for 1,500 students and will be completed at a cost of \$1,000,000.

♦ El Reno, Okla. One of the important improvements in the school buildings this summer will be the correction of lighting conditions in classrooms. The work will include wall and ceiling redecoration and the installation of adequate lighting fixtures.

♦ Whiting, Ind. A new athletic field has been completed, at a cost of \$17,500.

♦ Mokena, Ill. Construction work has been started on a high school, to cost \$315,000. It will be financed with the aid of a PWA grant.

♦ Olyphant, Pa. Work has been started on a 15-room addition to the junior high school, to be erected at a cost of \$198,000.

♦ Selinsgrove, Pa. Construction work has been started on a senior high school, to cost \$125,000. It will be erected with the aid of a federal grant of 45 per cent.

♦ Midland, Mich. Bids have been received for the construction of a high school, to cost \$282,000.

♦ Tulsa, Okla. The school board has re-employed thirteen architects pending approval of a bond issue of \$1,700,000 for two high schools and additions to eleven schools.

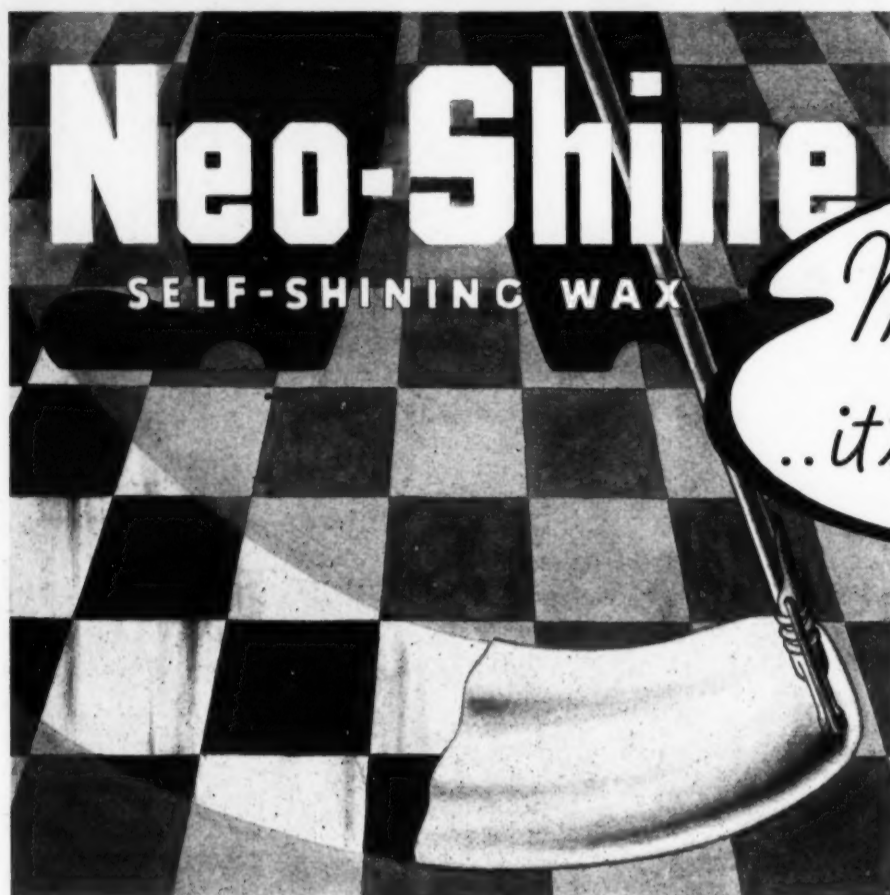
♦ Oklahoma City, Okla. The school board has requested a federal grant of \$245,000, to be applied toward the construction of a high school, to cost \$529,000.

♦ Menasha, Wis. The school board has requested a federal grant of \$270,000 to aid in the erection of a high school.

♦ Hart, Mich. The board of education has proceeded with plans to obtain a \$22,000 grant from the PWA for the construction of an auditorium-gymnasium, estimated to cost \$50,000. Preliminary sketches for the building have been prepared by Warren Holmes, architect, of Lansing.

♦ Lebanon, Pa. The voters have approved a bond issue of \$700,000 for the construction of a senior high school. Of the total amount, \$500,000 will be used for the building, \$60,000 for the equipment, and \$100,000 for the purchase of the site.

♦ Lynn, Mass. A thoroughly modern school building, completely equipped, has been completed by the board of education, at a cost of slightly less than \$300,000. The classrooms are equipped for a modern program of education, an automatic electric eye has been provided, and a talkie-movie and a radio system have been installed. This building will be the first of a new series of buildings to be erected for elementary-school purposes within the near future.



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## Teachers' Salaries

♦ Cincinnati, Ohio. The board of education has adopted a new salary schedule, establishing a new minimum base of \$1,400 a year. To this has been added one fourth of the increment due teachers from 1932-36, plus one half of the increment due in 1936-37. This has been cut approximately 13.3 per cent to keep within the board's anticipated income.

♦ Burlingame, Calif. The school board has given increases of 7 per cent in salary to teachers for the school year 1936-37. During the next year, the median salary paid teachers will be \$1,716, as compared with a median of \$1,740 before salaries were reduced in 1933-34.

♦ Grand Rapids, Mich. The board of education has approved a salary schedule, providing for average increases of 5 per cent in salary for employees of the administrative, operation, and maintenance departments.

♦ Lexington, Ky. The school board has announced that all scheduled salary increases for the school year 1936-37 will be met in full. Full restoration of teachers' salary cuts was ordered in the spring of 1935.

♦ Boyertown, Pa. The board of education has restored 5 per cent of the teachers' salary cuts, effective for the next school year.

♦ Milwaukee, Wis. A reduction of 3 to 5 per cent in the salaries of teachers has been predicted. The cut will be ordered, school-board members indicated, as a means of eliminating an anticipated deficit of \$250,000 to \$350,000 in the school budget for 1936-37.

♦ Mt. Carmel, Ill. The board has given salary increases to five grade teachers in the lower salary groups.

♦ Lakewood, Ohio. The school board has voted partial salary restorations for teachers, beginning with the school year in September. Under the plan, teachers receiving less than \$1,450 will be given increases of \$150 a year; teachers receiving from \$1,451 to \$1,950 will be given increases of \$125 a year; and teachers receiving more than \$1,950 will be given increases of \$100 a year. Partial restorations will also be given to custodians, engineers, office employees, physicians, dentists, and nurses. A total of ten new teachers will be added to the staff.

♦ Bayonne, N. J. Beginning with the school year in September, all teachers and other employees will receive their full basic salaries. The 5 per cent deductions were ordered discontinued in July.

## ADOPT NEW SINGLE-SALARY SCHEDULE IN CRAWFORDSVILLE, INDIANA

The board of education of Crawfordsville, Ind., has adopted a single-salary schedule for teachers in the city schools, which insures that teachers with equal qualifications shall receive equal salaries. Teachers with superior qualifications, under the schedule, will be encouraged to remain in the grades where they are by salaries adequate for the service rendered. The schedule will not operate to reduce the salary of any teacher, but all salaries will be increased from 6 to 7 per cent. Under the schedule, a teacher passing from one class to a higher class will enter that class at a salary not less than that received in the lower class.

Teachers are classified in five different groups. Teachers in group one, having two years of university or normal-school training, will begin at a minimum of \$950, and will receive five annual increases of \$25, until a maximum of \$1,075 is reached; teachers in the second group, having three years of university or normal-school training, will begin at a minimum of \$1,125, and will receive five increases of \$35, until a maximum of \$1,300 is reached; teachers in the third group, having an A.B. degree or equivalent will begin at a salary of \$1,250, and will receive five yearly increases of \$46, until a maximum of \$1,480 is reached; teachers with an A.M. degree or equivalent, will begin at a salary of \$1,350, and will receive five increases of \$66, until a maximum of \$1,680 is reached. The fifth and last group is composed of special classes including principals, deans, heads of departments, and supervisors.

Under the rules governing the schedule, teachers will be rated annually by the principal, supervisor, and superintendent on a standard rating scale and grouped into four classes, A, B, C, and D, on the basis of their standing on the scale. Only teachers with a rank of A or B are eligible for the annual increase. Teachers ranking C or D will be reduced to the minimum state wage. The schedule does not prevent the school board from paying whatever salary it thinks best in order to obtain and retain teachers of unusual ability and merit.

Teachers under 50 years of age, who teach in the city schools, but who possess less than four years of training, must obtain ten semester hours of additional credit toward a bachelor's degree during each five-year period. Teachers holding a bachelor's degree must obtain five semester hours of additional credit toward a master's degree during each five-year period. All

teachers now teaching and who have not had the required training within the last five-year period must fulfill the requirements by May 1, 1939. Teachers holding master's degrees are exempt from the requirement.

When earning credit toward promotion from one class to the next higher class, a teacher's salary will be advanced \$25 for the year following the completion of one fourth of a year's credit, which is equivalent to seven and one-half semester hours of credit.

All credits of teachers must be earned in a recognized college or university by attendance during a regular school year, summer session, or by correspondence and extension course. Not more than three semester hours of extension work will be accepted during any six months' period. No correspondence work will be accepted on a master's degree, and no master's degree will be recognized unless earned through thirty weeks of residence work. No credit will be allowed for summer session or correspondence courses on which the grade received is lower than "C," and at least one half of the credits earned must be of "B" grade or higher. Not less than four, nor more than six credits will be allowed for a six weeks' summer course.

A teacher who wishes to advance into the higher level provided for those holding a B.A. or an equivalent degree must present evidence that the degree has actually been received. No bachelor's degree will be recognized unless it has been granted by a recognized college or university. A B.A. degree in the elementary grades, which does not carry with it thirty hours of education, including practice teaching, must be evaluated at not more than three hours' training. Teachers in junior and senior high schools are not affected by this restriction.

Under the rules, teachers in all grades must possess three years of normal or college training. All beginners must have an average grade of "B." Experienced teachers entering the schools will receive full credit for the first five years' experience, and one-half credit for the next six years. Teachers at present employed, who have had two years' training beyond the high school, and who at present have had five or more years of experience, will be eligible to receive the maximum salary for the tenth year of experience, or \$100 above that provided in the schedule for the ninth year.

## PAY FOR ABSENCE DURING ILLNESS

The board of education at Hinsdale, Ill., has recently put into force a rule, making a generous allowance of pay for teachers absent because of illness.

(Concluded on Page 58)

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### FOR

# SCHOOL BUSES



### See this CONVINCING DEMONSTRATION

A demonstration any Goodyear dealer will be glad to make. It shows why Goodyears protect against blow-outs, last longer—why pre-shrunk Supertwist Cord used exclusively by Goodyear (which is far more elastic than ordinary cord) stretches and comes back, under the continued flexing of a tire under load, long after other cords sag, die, snap—blow-out.

Idle claims notwithstanding—no other tires provide your school buses with the *proved* safety of Goodyears—safety to children, to equipment, to others on the road.

This has been demonstrated over and over again—under all conditions of road, load, weather—by millions of tires in service.

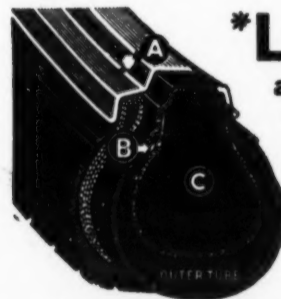
Goodyear's famous All-Weather tread, with its more and deeper gripping edges, gives you *sure* grip for emergency stops—protection against skidding on wet, slippery, icy pavements.

And Goodyear's carcass, made of patented Supertwist Cord, offers you the *greatest protection known* against blow-outs—against carcass failure of any kind.

On top of this—the same construction features which provide this *complete* protection—inside and out—against every type of tire hazard, likewise give you thousands of extra miles of tire life.

For greater safety *plus* greater savings—insist upon Goodyears whether on your own or contract equipment—whether new or for replacements.

THE GOODYEAR TIRE & RUBBER CO., INC., AKRON, OHIO



**\*LIFEGUARD TUBE**—This amazing tube provides infallible protection against all blowout hazards.

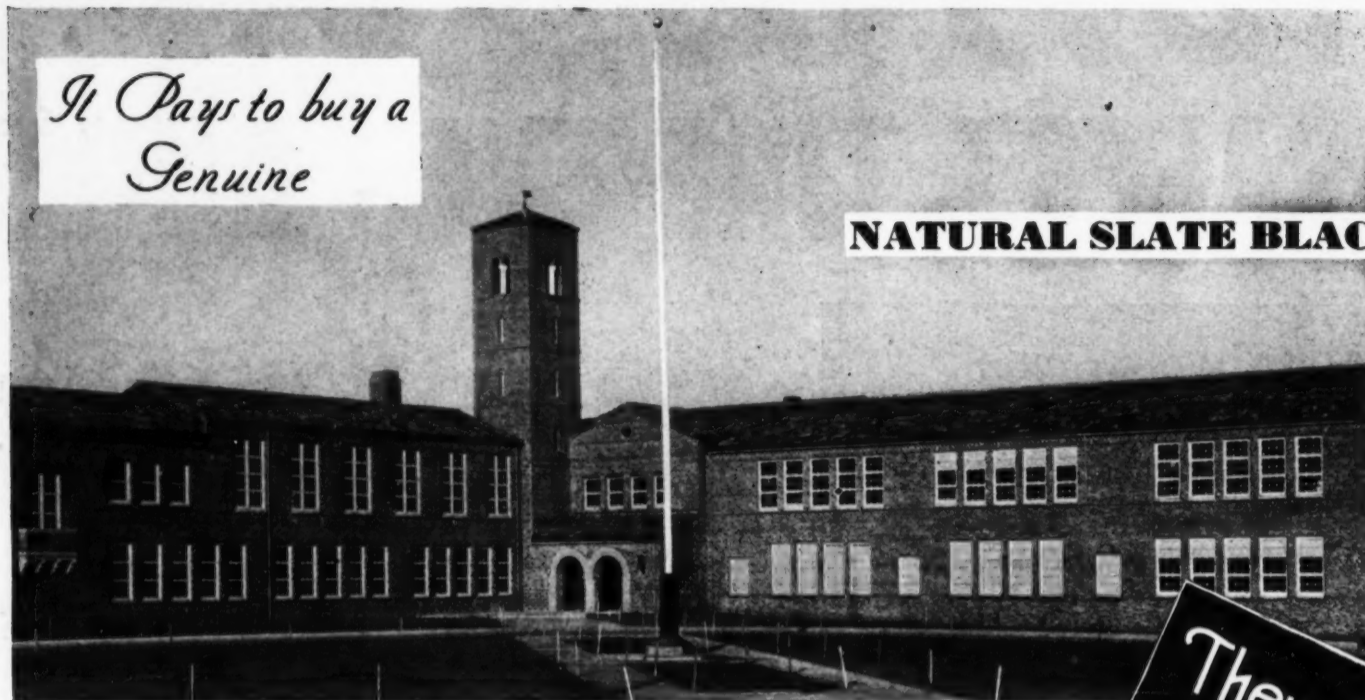
- A Look for the yellow valve stem and blue cap.
- B LifeGuards\* take a little longer to inflate because air passes gradually from the "inner tire" to outer tube through this VENT HOLE.
- C On this two-ply "INNER TIRE" you ride to a stop with bus under control, even though casing and outer tube blow wide open.

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Architect, Sacramento

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**LELAND  
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*They Outlast  
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### NATURAL SLATE BLACKBOARD COMPANY

Department D, Pen Argyl, Pennsylvania

(Concluded from Page 56)

Upon recommendation of Supt. M. B. Travis, the following regulations have been adopted:

"Each teacher will be entitled to five days' absence during the school year, without deduction of pay, on account of illness, either of such teacher or of a member of his or her immediate family. Unused leave of absence will be cumulative to the extent of not to exceed 25 days with respect to absences on account of the illness of the teacher. Following the expiration of the full-pay period, the teacher will be entitled to receive partial-sickness pay for not to exceed eight weeks in any school year. Neither the accumulated full-pay period, nor the partial-pay period, will apply in the case of any absences, except such as are occasioned by the illness of the teacher. The accumulation of full-pay illness leave will apply as of the school year beginning in September, 1935, and any unused absence credits at the rate of five days per school year during the preceding four years, or such part thereof as the teacher may have been employed in the school, will be available in the event of the illness of the teacher.

#### GEORGE A. PLIMPTON DEAD

George Arthur Plimpton, who was one of the officers and builders of Ginn and Company, the educational publishing house of Boston, died July 1, at the Lewis farm home, near Walpole, Massachusetts.

For many years Mr. Plimpton had charge of the company's New York office. He was a picturesque character in the educational publishing field in that he was not only intensely devoted to his calling but fostered the cultural trends of his time with special grace and vigor.

His biographers tell that he was the owner of the world's largest collection of early printed textbooks and of many medieval manuscripts that were rare and precious. He possessed exceptional judgment on the character and quality of English writers.

Among the finer characteristics of Mr. Plimpton's career was his interest in the intellectual and patriotic movements of his time. His identification with societies and organizations devoted to laudable causes ran into considerable numbers, and in each he engaged in useful service.

Mr. Plimpton was born in Walpole, on July 13, 1855, and was graduated from Phillips-Exeter Academy in 1873, and from Amherst in 1876, and then spent one year at Harvard Law School. He then joined the firm of Ginn and Heath, and became a



MR. GEORGE A. PLIMPTON  
From a portrait taken in the Nineties.

member of the firm when it changed its name to Ginn, Heath & Company. When Mr. D. C. Heath retired, the company assumed the name of Ginn and Company.

#### ALEX E. FRYE, TEXTBOOK AUTHOR, DEAD

On July 1, Alex E. Frye, the well-known author of geographies, died in a hospital at Loma Linda, Redlands, California. He was born at N. Haven, Maine, November 2, 1859, and received his education at the high school in Boston; the Normal School, Chicago; Harvard, and the University of Redlands, California. He was admitted to the Massachusetts bar in 1890, but preferred the calling of teaching and textbook writing. He served as superintendent of the San Bernadino, California, schools in 1891-93. Later he served as superintendent of schools in Cuba.

His activities thereafter took a wide range. He traveled much and produced manuscripts on various subjects. His specialization, however, was that of geography writing. In this field he excelled, and it is said that nearly two million of the Frye geographies went into the schools and colleges of this country.

#### STATES OVERMATCH VOCATIONAL FUNDS

Two dollars and thirteen cents of state and local money were spent for every dollar of federal money allotted to the 48 states for vocational education in 1935, according to a study recently made by the U. S. Office of Education. This expenditure of state and local money, it is pointed out, is particularly gratifying in view of the fact that under the vocational-education law in 1935, the states were required merely to match federal money dollar for dollar. Even during the four years preceding 1935, when the states were cutting appropriations to the bone, vocational education funds were matched in the proportion of \$3.06, \$2.90, \$2.97, and \$3.03 of state and local money for every dollar of federal money.

Reports from 45 states which accepted the provisions of the federal vocational-rehabilitation law—under which physically disabled persons are rehabilitated physically and placed in employment, show that state and local funds for this purpose were contributed in the proportion of \$1.18 for every dollar of federal funds used.

#### PROGRESS OF RECREATION

The American appetite for active recreation has increased, according to a ten-year review of public leisure activities conducted by the National Recreation Association, of New York City.

Schools and other buildings used in part as recreation centers have tripled, and the number of buildings used entirely for recreation has quadrupled. Children's playgrounds and wading pools have doubled, and tennis courts and baseball diamonds have increased one and one-half times. New recreation areas opened last year for the first time totaled 1,790.

#### ILLINOIS SUPERINTENDENTS' MEETING

The Illinois City Superintendents' Association has announced the program for its annual meeting, to be held Nov. 19 and 20, in the Hotel Abraham Lincoln, in Springfield, Ill.

The program will take up such topics as pupils' reports, teachers' federations, and county organization. Information concerning the meeting and the speakers may be obtained by writing to Mr. Thomas Melton, chairman of the executive committee, Normal, Ill.

The Illinois School Boards' Association will hold its meeting in connection with the Superintendents' Association.



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But economy is only one of the "Measured Soap" System's advantages. In addition, it brings you better soap . . . Palmolive, the world's favorite toilet soap, in a special, free-flowing, *economical* form . . . and a sturdy new dispenser that is the last word in sanitary washroom soap control.

You'll find, too, that Palmolive "Measured Soap" will help you make the "Cleanliness Habit" that you persistently teach, a practiced fact in your schools . . . not just an interesting theory.


Why not investigate "Measured Soap" now? It will mean savings for you. Write us today for full information. There's no obligation, of course.

***This CONSULTING SERVICE may  
help you cut your cleaning costs***

**B**EFORE you order supplies for your annual summer cleaning, it will pay you to check up on the materials and methods you plan to use, so as to be sure they are the best and most economical. To help you do this, we invite you to use the C.P.P. Consulting Service. Our experts will be glad to give unbiased answers to any questions you have regarding maintenance cleaning. They may help you effect substantial savings in cleaning costs. Write today. We'll reply promptly, without cost or obligation.

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"Measured Soap"**

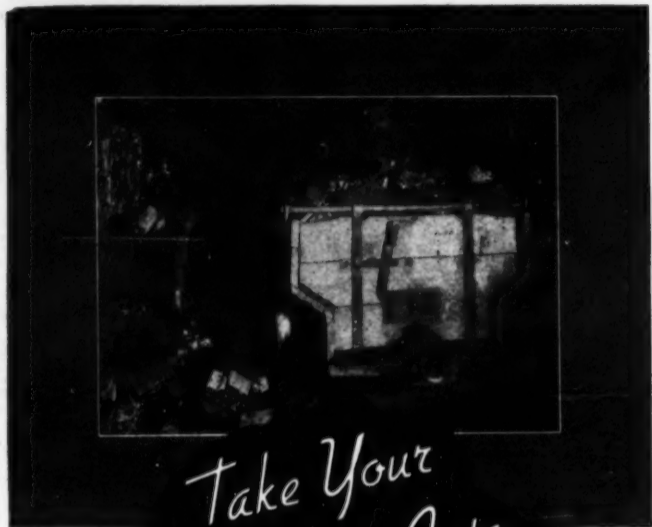
THE NEW, ECONOMICAL DRY SOAP SYSTEM  
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100 Washes  
for 1¢**

This Palmolive Dispenser delivers "measured" amounts of soap. Stops waste. Cuts soap costs 30% to 40%. Provides 100 washes for 1¢.

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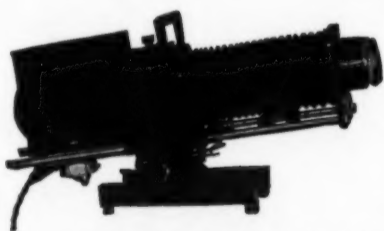


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a Coal Mine With-  
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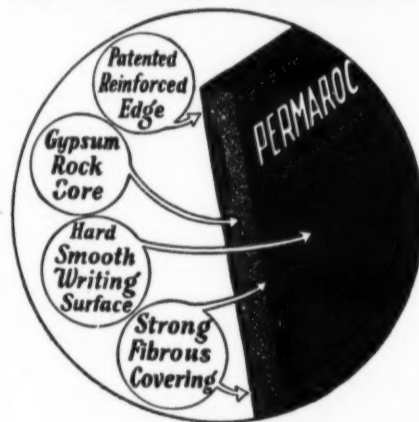
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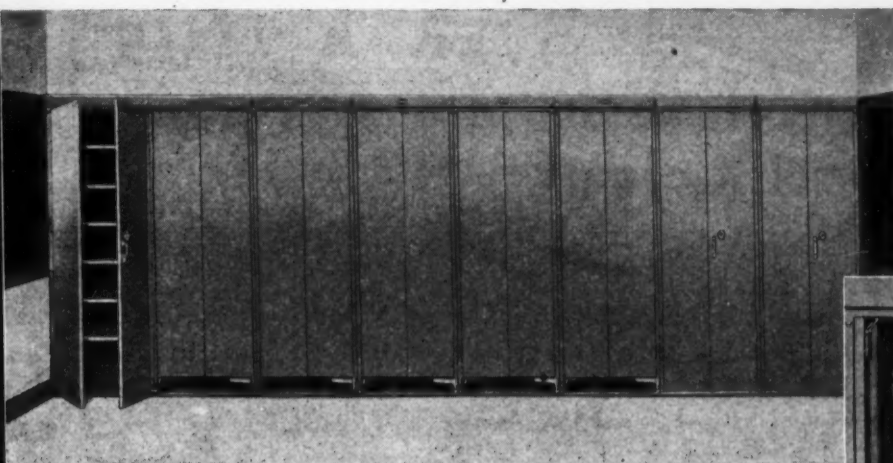
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BERGEROBES are built of everlasting steel . . . incorporate *all* essential requirements for efficiently containing clothing. Thorough ventilation is maintained by scientific design. Unobstructed access permits quick handling of clothing.

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hardware insures quiet, easy operation of doors. A minimum of door encroachment into the aisles insures orderly movement of pupils.

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## School Board News

♦ Boston, Mass. The school board, following a spectacular session, on July 6, voted to revoke a previously announced pay cut for teachers. As a result of the action, the cut in salaries for teachers of all-boys' classes, announced on the closing day of the school term, was ordered revoked. The teachers of these classes were selected for the cut because they receive higher salaries than teachers of mixed classes, or girls' classes.

♦ Mt. Carmel, Ill. The school board has adopted a resolution, requiring that requisition forms for school supplies be handled through the office of the board. Purchase orders must be issued through the same office.

♦ Lakewood, Ohio. The board of education is making plans for obtaining another building for the administrative, supervisory, and business staffs. The old building will be converted into a storage building. For the past twenty years the administrative staff has occupied a building constructed in 1879 for school purposes.

♦ Manitowoc, Wis. The board of education has approved a resolution calling for a drastic change in the administration of the city schools. Under the new plan, three committees of four members each will serve in place of six committees of three members as formerly.

The new committee line-up provides for a business committee, a finance committee, and a professional committee. The business committee combines the committees on executives, buildings and sites, fuel and janitors, and rules, regulations and judiciary. The professional committee will take over the duties of the teachers' committee and textbooks and courses of study. The finance committee remains as at present constituted, except that a fourth member has been added.

♦ Peoria, Ill. The board of education has approved a new rule governing the appointment of teachers. Under the rule, each new teacher appointed will be on probation for a three-year period. In the operation of the rule, the board reserves the right to refuse reappointment to teachers who fail to show a reasonable degree of success during any one of the three years of probation. During this period the appointee

will not be entitled to the annual increase in salary referred to in the rules.

♦ Urbana, Ohio. The board of education has adopted a rule, prohibiting the employment of married-women teachers. The board reserved the right to retain a teacher whose husband is unable, or does not contribute to the support of the family. The board has adopted a rule, setting the retirement age of teachers at 65 years, and of superintendents and other administrative officials at 68 years.

♦ Barrington, R. I. The school board has voted to change the school bylaws, providing that women teachers who marry will be automatically dropped from the service. Married teachers now on the staff will not be affected by the rule.

♦ Hartford, Conn. The board of education has adopted a policy not to employ married-women teachers in the future. By dropping fourteen married women, each in the higher salary brackets, and replacing them with single girls just out of the normal school, the board estimates that it will save approximately \$10,000.

### GREEN BAY SALARY SCHEDULE

The board of education of Green Bay, Wis., has adopted a salary schedule which is based on the character and amount of training received and the number of credits earned in a higher institution.

Under the schedule, teachers with two years' training and two years' experience, will begin at a salary of \$1,050, and will advance to a maximum of \$1,350 at the end of the eighth year. Teachers with the same training will receive \$25 additional for each 5 additional credits, so that the instructors with 25 credits will begin with \$1,175 and receive \$1,475 at the end of the eighth year.

Teachers with three years of training begin at \$1,200 and progress to a maximum of \$1,620 at the end of the ninth year. For each additional 5 credits an initial allowance of \$25 a year will be made. Thus teachers with 25 credits will start at \$1,325 and will be paid \$1,745 at the end of the ninth year.

College graduates (four years) will begin at \$1,350 and rise to \$1,950 at the end of the tenth year. Twenty-five dollars further will be allowed for every five credits, so that the beginning teacher of two years' experience possessing 25 credits will begin at \$1,475 and rise to a maximum of \$2,075 at the end of the tenth year. Teachers with a master's degree will begin at \$1,500 and will advance at the rate of \$75 up to a maximum of \$2,175 at the end of the eleventh year.

Men teachers will receive \$200 additional in salary, and married men a further \$100. Department heads will receive \$100 additional, and teachers giving outstanding service will be paid not to exceed \$200 in additional salary after all increments have been paid.

### NEW FEDERAL LIBRARY AGENCY

A federal library agency will be established in the United States Office of Education in 1936-37, according to an announcement by C. B. Joeckel, chairman of the committee on federal relations of the American Library Association. The work will be financed with a budget of \$25,000, provided in a Department of Interior appropriation bill approved by the President a few months ago.

The new agency, which has been organized by Dr. John W. Studebaker, Commissioner of Education, as a library division of the Office of Education, will have a staff comprising a number of library specialists in various fields, with the necessary clerical personnel.

The functions of the new library division will comprise the making of surveys, studies, and investigations regarding school, college, university, and other libraries, the fostering of co-ordination of public and school-library service, the developing of library participation in federal projects, the co-ordinating of library service on the national level with other forms of adult education, and the fostering of nation-wide co-ordination of research material among the libraries, interstate library co-operation, and the development of public, school, and other library service throughout the country.

### SCHOOL BONDS IN JUNE

During the month of June school bonds in the sum of \$8,131,619 were sold in the United States for permanent capital investments. The largest sales were made in New York State, \$1,814,750; Pennsylvania, \$2,092,000.

During the same month, refunding and funding bonds, short-term notes, and tax warrants were sold in the sum of \$5,784,000.

### SCHOOL-BUILDING CONSTRUCTION

During June, Dodge reported contracts awarded for 377 educational buildings at a total cost of \$18,265,000. The square footage was 3,383,400.

In 11 states west of the Rockies, contracts for seven new buildings were let, at a total cost of \$1,113,890. Fifteen additional buildings, to cost \$364,500, were reported in preliminary stages approaching the letting of contracts.

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## Personal News of School Officials

### MR. BRUSH RETIRES

Mr. Milton J. Brush, president of the board of school trustees of Lafayette, Ind., retired July 1, after serving two three-year terms. Mr. Brush, who is a superintendent at the Monon Railroad shops in Lafayette, brought to the board much valuable service in the solution of physical plant problems. He took a personal interest in school activities and gave much time to local school organizations, in addition to his work as president of the board and member of its important committees. Mr. Brush was especially keen in maintaining teachers' salaries and in the development of industrial arts and vocational education.

### MRS. DOYLE RE-ELECTED

At the annual organization meeting of the District of Columbia board of education held on July 1, Mrs. Henry Grattan Doyle was unanimously re-elected president, and Mr. Henry Gilligan vice-president of the board. Mrs. Doyle, the first woman in history to head this board, composed of six men and three women (see the SCHOOL BOARD JOURNAL for August, 1935), has been the leader in one of the most critical years in the board's history, during which, with remarkable unanimity, it has resisted efforts at political interference in the schools, directed at the school administrators, teachers, and even textbooks and supplementary aids. Among these have been the notorious Red Rider and the equally notorious Blanton Questionnaire, which attempted to interrogate the teachers of the public-school system as to their religious beliefs, professional affiliations, and even their reading.

### SCHOOL-BOARD ELECTIONS

*California*, Burlingame, Edgar C. Kester re-elected.  
*Illinois*, Niles Center, Mildred Tess.  
*Indiana*, Vincennes, Allen E. Hogue re-elected secretary.  
*Iowa*, Des Moines, Perry La Rue, superintendent of buildings.  
*Kentucky*, Lexington, Dr. Francis M. Massie and Edward Dabney.  
*Michigan*, Grand Rapids, Fred K. Sherk, business manager.  
*Michigan*, Battle Creek, C. Edward Spencer, president, George Farley, secretary, Harry Westbrook, treasurer, D. W. Wilcox; Benton Harbor, Bert Briney; Port Huron, A. B. Carlisle, president, Rev. N. S. Sichterman, vice-president, Roy S. Richards, secretary; Grand Rapids, David D. Hunting, Frederick H. Mueller; Holland, John Olert, George Mool, Albert E. Van Lente; Muskegon, Herbert A. Backstrom, C. W. Marsh.  
*Michigan*, Lansing, Carl H. McLean re-elected president; Ypsilanti, Frederick M. Greenstreet elected; Port Huron, A. B. Carlisle re-elected president; Pontiac, Harold W. Dudley elected president; Escanaba, Dr. G. C. Bartley elected president.

*Iowa*, Delmar, J. P. Foley re-elected secretary; Wilton, John H. Maurer re-elected secretary; Muscatine, Paul Geibel elected secretary; East Waterloo, Charles N. Hostetter elected secretary; Council Bluffs, Ralph H. Williams re-elected secretary; Davenport, John C. Baumgartner re-elected secretary.

*Wisconsin*, Middleton, H. H. Grabandt re-elected secretary; Wisconsin Rapids, Earl Sherman elected president, F. F. Mengel secretary; Madison, John P. Miller re-elected president; Racine, Elmer R. Durgin elected president; West Allis, Henry V. Nye elected president; Wauwatosa, W. O. Pfau re-elected president; Oshkosh, Albert H. March elected president; Milwaukee, Peter T. Schoemann elected president.

*Wisconsin*, Arcadia, A. C. Foster, treasurer; Beloit, Clare D. Rejahl, president, Dr. L. R. Finnegan, vice-president, Oscar E. Larsen, Mrs. Glen W. Cass, new members; Cudahy, Frank H. Schade, president, William Lawler, vice-president, Joseph Heffrom, re-elected secretary, Arthur Tetzlaff, new member; Clintonville, Albert Fritz, Gust Jess, J. H. Murphy; Cumberland, George Kellermann, treasurer; Cuba City, H. W. Ipsen, treasurer; Durand, Ole Lee, H. P. Orlady, John Gillmore; Fond du Lac, M. E. West, president, Henry Rosenow, vice-president; Ellsworth, F. J. Putzer, treasurer; Evansville, Mrs. E. B. Libby, Forrest T. Durner; Elroy, B. A. Waterman, Charles A. Davis, R. A. Supple; Fox Lake, W. J. Cochrane, treasurer; Fort Atkinson, E. R. Kassy, clerk, Edward Hedberg, treasurer, Harry Hoffman, director; Hudson, Mrs. Ruth B. Hughes, clerk; Hurley, R. A. Angst; Juneau, Mrs. John Hilgendorf, treasurer; Janesville, William J. Snively, president, William J. Ryan, vice-president; Kewaunee, Joseph Selner, secretary, James Campbell, treasurer; Lake Mills, John L. Hooper, treasurer; Mayville, Arthur Leder, Mrs. Carl Engel; Mosinee, Mrs. C. I. Riffleman; Madison, Dr. J. S. Supernaw; Manitowoc, Dr. Steven O'Donnell, Oscar Arnold; Platteville, O. E. Gray, R. R. Doering, R. I. Dugdale; Plymouth, Dr. A. C. Luecker, president, M. J. Wolf, vice-president, Mrs. Clara Wagner, secretary; Port Washington, Frank Koenen, Rev. H. A. Fleer; Shawano, R. H. Fischer, Mrs. Victor Czeskleba, Mrs. Frank Schweers; Stevens Point, N. E. Masterson, president, Dr. E. B. Nalborski, vice-president, F. A. Neuberger, secretary; Shorewood, Mrs. Perry J. Stearns, Albert E. Oberndorfer; Two Rivers, Dr. Herman Kahlenberg, president; Dr. A. V. Delmore, vice-president; Wausau, Mrs. W. A. Paff, president, Everett C. Hirsch (superintendent), secretary; Wisconsin Rapids, Arthur Rasmussen, George Marcoux, Earl Brennan, Mrs. Claradonna Hougen, Earl Sherman.

*Wyoming*, Laramie, Dr. E. L. Sederlin elected president, and R. K. Niederjohn secretary.

### PERSONAL NEWS OF SUPERINTENDENTS

• Mr. O. E. HILL, for the past two years principal of the Junior High School and elementary supervisory, has been elected superintendent of schools at Gallion, Ohio. Dr. Hill served in several capacities as superintendent in Ohio cities before going to Gallion two years ago.

• WILLIAM J. LOWRY of Gallatin Gateway, Mont., was elected superintendent of schools at Springfield, Ill.

*Tennessee*, Murfreesboro, J. C. Mitchell re-elected.

*New York*, Rochester, Verne A. Bird, assistant superintendent. *Colorado*, Lyons, O. L. Dever.

*District of Columbia*, Washington, R. L. Haycock, first assistant superintendent.

*Georgia*, Waycross, J. S. Matthews.

*Illinois*, Morrison, E. H. Mellon; Alsey, D. A. Thomas; Eureka, L. E. Loos.

*Indiana*, Whiting, W. W. Borden re-elected; *Michigan*, City, M. C. Murray re-elected; Vincennes, V. L. Eikenberry re-elected. *Iowa*, Anamosa, R. J. Carroll; Steamboat Rock, W. A. Scott; What Cheer, C. B. Hartshorn; Rutland, R. L. Rossman; Ferguson, Richard Speas; Cedar, Thomas J. Barnes; Lovilia, Ray F. Reed.

*Kentucky*, Mt. Vernon, W. R. Champion; Frankfort, Ralph Wood, state director vocational education; Russellville, C. T. Canon re-elected; Lexington, Henry H. Hill re-elected; Fort Thomas, D. W. Bridges re-elected.

*Michigan*, Grand Rapids, Arthur W. Krause acting supt.; St. Ignace, W. A. Ellsworth re-elected; Highland Park, Ira M. Allen re-elected; New Troy, William Jenema; Pontiac, Frank J. Du Frane assistant superintendent.

*Minnesota*, Lyle, F. A. French; Minneapolis, Harold Benjamin director of University adult-education program.

*Nebraska*, Hubbard, Forrest Rockwell; Ponca, G. B. Nellis; Broken Bow, C. W. Lehman.

*Ohio*, Forest, P. W. Thomas re-elected; Johnstown, H. M. Dixon; Findlay, F. L. Kinley; Cincinnati, Edward D. Roberts re-elected; Buford, E. L. Porter; West Unity, H. C. Vannorsdall; Cable, H. F. Tennant.

*Oklahoma*, Newkirk, Dale Scott.

*Oregon*, Bandon, H. H. Hartley.

*Pennsylvania*, Pittsburgh, Charles R. Foster, associate superintendent; Brookville, John E. Biery.

*Texas*, Birdville, R. A. Deen.

*Wisconsin*, Ashland, George A. Bassford; Onalaska, J. A. Lien.

*Michigan*, Detroit, Frank Cody re-elected; Highland Park, Ira Allen re-elected; Manistee, D. L. Wilde.

*Rhode Island*, East Providence, J. R. D. Oldham re-elected.

*Minnesota*, Wadena, Philip Fjelsted.

*Massachusetts*, Woburn, Daniel P. Hurl.

*Kentucky*, Russellville, G. B. Williams elected in Logan County.

*Pennsylvania*, West Pottsgrove, W. W. Eshelman.

*Ohio*, East Palestine, T. R. Hersh re-elected.

*Ohio*, Lakewood, Charles A. Foster, director of recreation.

*Texas*, Beaumont, Y. D. Carroll.

*Michigan*, Manistee, Dorris I. Wilde.

*Illinois*, Lake Forest, M. G. Davis.

*Ohio*, Springfield, Homer L. Stevens.

*Indiana*, Carrollton, J. Albert Flaugh.

*Massachusetts*, Ipswich, N. N. Love.

### COMING CONVENTIONS

August 17-22. American Federation of Teachers, at Philadelphia, Pa. Mr. George Davis, Chicago, Ill., secretary.

September 27-29. New York State Council of Superintendents, at Saranac Inn. Mr. E. L. Ackley, Johnstown, N. Y., secretary.

October 5-8. National Council on Schoolhouse Construction, at Austin, Tex. Dr. R. L. Hamon, Nashville, Tenn., secretary.

October 12-16. National Association of Public-School Business Officials, at St. Louis, Mo. Mr. H. W. Cramblet, Pittsburgh, Pa., secretary.

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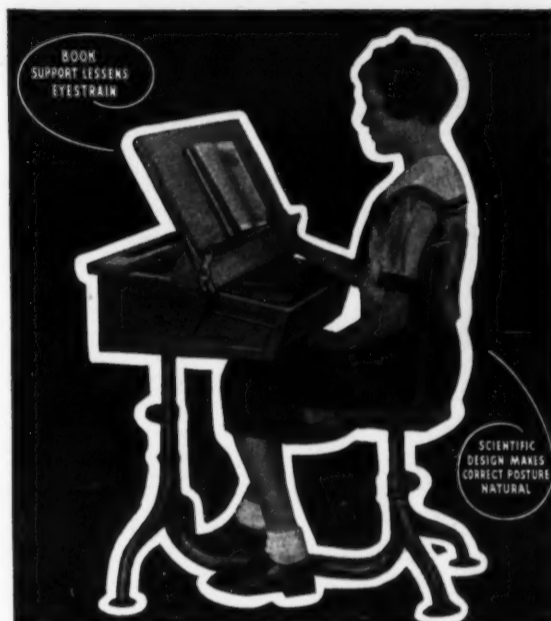
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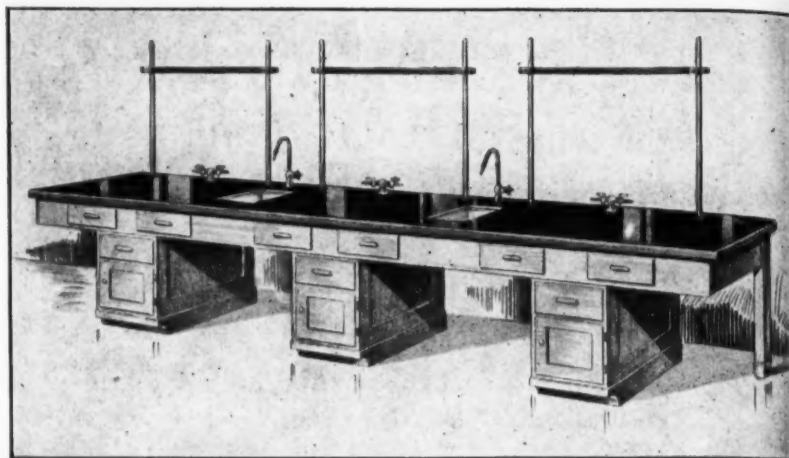
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## Book News

### Budgeting in Public Schools

By C. A. DeYoung. Cloth, 624 pages. Price, \$3.50. Doubleday, Doran & Co., Garden City, N. Y.

Budgeting is the procedure through which public officials translate their governmental programs into financial instruments containing the specific plans of service, of financing, and of spending during a given period of time. In the present book, budgeting as limited to public schools, is discussed and described in all its technical aspects and procedures. The theme is to make budget building an effective instrument in the entire job of financing public education, and of bettering that education and assisting it to achieve more fully its social and civic objectives—somewhat narrow and utilitarian as these still are. In its point of view, the book is didactic but never dogmatic, and the sequence of chapters is an inclusive treatment of (a) the preliminary steps in the preparation of an educationally and financially balanced budget, (b) the public and legal steps in presenting and interpreting the budget to the legal authority and to the public at large, and its adoption by the budget authority and the school board, (c) the administration of the budget during its term of effectiveness, and (d) the appraisal and improvement of budget procedures.

In the discussion of current problems and the appraisal of techniques of planning and accounting, the book is clear-cut, inclusive, and satisfactory. The writer has a broad outlook on the official duties and relations of those engaged in budgeting. In a few spots, the practical school-business manager will detect a bit of overemphasis on the professional schoolman's part, and a slight lack of appreciation of the highly technical service which is necessary in steering a budget through the mass of legal and practical problems.

Certainly the school-board member's very practical experience in business and the secretary's grasp of the school district's economic situation provide backgrounds and sources of wisdom that deserve to be mentioned in any technical work of this kind. The collection of forms and figures show a fine discrimination for what is most significant and useful in present-day practice.

The final chapter on long-term budgeting is a convincing argument for this widely recommended form of educational program building. The author is

quite frank in admitting that "there is a length beyond which the forecasts confuse rather than abet the cause of education. A long-term budget differs from an ethereal general plan in that the former must be restricted to a period for which relatively dependable estimates can be made. . . . School administrators, however, cannot blueprint the future as can some business firms. . . ." For the foregoing reasons he recommends a tentative two-year budget, to be expanded later into a five-year program, and finally into an eight-year or ten-year forecast. The difficulty is to periodically revise such a plan on the basis of changed conditions, to keep it flexible, and above all to keep the point of view of the school executives sufficiently progressive. Probably the strongest criticism of long-term planning by educational experts is to be found in the recent national revulsion against centralized social planning by experts, in favor of the free development of plans and programs, through the interplay of forces which a democracy has inherent in its citizenship.

### The Library

By Douglas Waples in collaboration with Leon Carnovsky, Lloyd W. Rowland, E. W. McDiarmid, Jr., and Edward A. Wight. Monograph IV in a series on "The Evaluation of Higher Institutions." Cloth, 86 pages. Price, \$1. The University of Chicago Press, Chicago, Ill.

This book is a much-needed study of the characteristics of a good college library. In 82 pages with numerous tables and graphs it discusses the "three objective measures of the efficiency of the college library: the holdings of books and periodicals, the financial support, and the use of the library by students and instructors." The methods used in collecting and assembling data for evaluating purposes are explained in detail. The chapters on holdings, finance, and use of the library are clear and helpful in understanding the point of view of the North Central Association of Colleges and Secondary Schools, and should enable each institution to study itself objectively, to see where it stands in relation to other colleges with approximately the same enrollment and budget, and to determine upon remedial measures which will enable it to increase its ability to contribute to the educational aims of the college.

This book has not been written for the librarian alone; it should be studied by the administrative heads and the faculty, for these three working together must know what constitutes a good library, what each must contribute if it is to be an effective,

educational tool and if it is to have a high rating by the accrediting agencies.—L. G.

### Auto Mechanics as an Occupation

By Claire Chalaron and Marion Moise. Paper, 8 pages. Published by the National Occupational Conference, New York City.

An appraisal of literature containing the most complete, accurate, and up-to-date information about the occupation of automobile mechanics. It includes a study of the types of work performed by the automobile mechanic, the preparation necessary to enter the trade, the opportunities for advancement, the location of training centers, and the union requirements. An extensive bibliography is included.

### The Local School Unit for School Administration in the United States

By Leo M. Chamberlain and Leonard E. Meece. Paper, 37 pages. Published by the Bureau of School Service, University of Kentucky, Lexington, Ky.

This is Part I of an extensive study of the local unit of school administration in the United States. It includes statistical data on classifications and interpretations not hitherto available in any of the surveys or national studies. It brings into strong relief the excessive number of districts, particularly in the middle-western states, where there are more school districts and school-board members than teachers, and where enormous sums are wasted in the conduct of small schools, the erection and operation of small buildings, and the overhead for school boards and supervisory officials. Illinois leads the United States with 13,875 school units. The present study should be widely studied.

### Workbook for Business-Economic Problems

By H. G. Shields and W. Harmon Wilson. Paper, 174 pages. Price, 60 cents. The South-Western Publishing Co., Cincinnati, Ohio.

A workbook for high-school classes, providing an objective study of business procedures and legal instruments of business.

### Handbook on School-Building Operation

Prepared by George Keller and Arthur Swanson. Paper, 23 pages. Printed and bound by the Newton Trade School Shop, Newton, Mass.

This booklet, which has been prepared as the result of long experience in the field of maintenance and operation of school buildings, is intended to be used as official guide by principals, teachers, and custodians, in the operation of school buildings. The material comprises helpful information on heating, ventilation, and care of electrical apparatus; cleaning; and miscellaneous recommendations applicable to all schools.

### Constitution and Bylaws of the Texas Association of School Trustees

Published by the Texas Association of School Trustees.

### Size of Classes in Public Schools in 139 Cities 30,000 to 100,000 in Population

Circular No. 7, June, 1936. Research Division of the National Education Association, Washington, D. C.

The report gives the findings on a specific group of cities  
(Concluded on Page 66)

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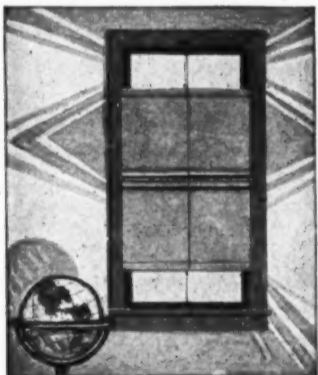
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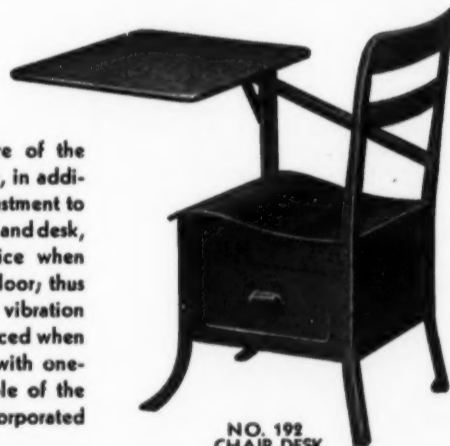
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February 16, 1931.

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Gentlemen:

Almost a year has elapsed since you gave us such valuable assistance in solving our floor problems and we wish you to know how very pleased we are with the results.

PYRA-SEAL and VESTA-GLOSS Dressing are doing all you represented they would do on pine floors and are giving satisfaction in every respect.

We want to say also that the service rendered us by your representatives has been of the highest order.

Very truly yours,  
*W. A. Mendenhall*  
Principal  
State Normal School at Jersey City

STATE NORMAL SCHOOL  
JERSEY CITY, N. J.

May 21, 1936

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New York, N. Y.

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You may be interested to know that it has not been necessary for us to renew the original treatment on any of the floors. Each year we go over the floors with a light coat of PYRA-SEAL which has kept them in a splendid condition.

We want you to know that all you claimed in 1930 PYRA-SEAL would do to protect our floors has proven true.

We are now using Vesta Rite on our linoleum floors with equal satisfaction.

Very truly yours,  
*Ray L. Shaffer*  
Principal

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(Concluded from Page 64)  
represented in a rather extended study, showing the median size of classes for school divisions and high-school subjects in school systems in the particular population group. It is shown (1) that classes tend to be larger in the large cities than in the smaller cities, (2) that in these cities the average membership of high-school classes is four pupils less than that of junior-high-school classes, (3) that in such cities the average membership of senior-high-school classes is five pupils less than that of elementary-school classes. It also shows that, in 1930-31, more cities were increasing in class size, as compared with the previous year, than were reducing class size, while in 1935-36, more cities were reducing class size than were increasing it.

### Reading Readiness — A Prognostic Study

By Wendell W. Wright. Paper, 46 pages. Price, 50 cents. Bulletin No. 3, June, 1936, of the Bureau of Research, Indiana University, Bloomington, Ind.

The report is the result of a study conducted to determine the predictive measures to be used satisfactorily in beginning first-grade reading. The study showed that approximately 20 per cent of pupils fail to be promoted in the first half of the first year of school. The failure is attributed largely to the lack of ability to read. The criteria of success in reading, as used in this study, do not entirely agree. It is considered desirable to have a closer agreement between teachers' marks in reading and the results of valid standard tests.

### State-Adopted Contract Forms for the Employment of Teachers

Paper, 19 pages. Price, 10 cents. Published by the Research Division of the National Education Association, Washington, D. C.

The publication is a report on a study of 400 current contract forms submitted to the research division by local school systems and education associations. The report shows that in 23 states some attempt has been made to standardize the forms; in 9 states use of the state-adopted form is mandatory; and in 14 states it is optional, with varying degrees of control over modifications and substitutions in the form recommended. In some states, a uniform standard contract is used quite generally, but it is not always adopted by the state department of education.

### The Alpha Individual Arithmetics

Book VIII, Part II. Paper, 186 pages. Price, 48 cents. Ginn & Company, Boston, Mass.

This is the final book of a valuable series. The emphasis here is upon information in what may be termed business arithmetic — business organization, stocks, insurance, money and banking, interest, business forms, taxes. Introductory units review the study of measurement, the use of formulas and equations, percentage. As in previous books, each group of units is followed by reasoning tests and drill material, and stage tests for material. A worthy climax for the study of arithmetic as a social tool.

### From Morning Till Night

By W. W. Charters, D. F. Smiley, and Ruth M. Strong. Cloth, 160 pages. Price, 60 cents. The Macmillan Company, New York, N. Y.

This health reader for the first grade affords in a continuous study, information on sixteen health habits and strong motiva-

tion for making them attractive to children. Illustrations, a well-graded vocabulary, and practice exercises make the book both attractive and practical to teach.

### Happy Days

By W. W. Charters, Dr. D. F. Smiley, and Ruth M. Strong. Cloth, 176 pages. Price, 60 cents. The Macmillan Company, New York, N. Y.

This effective health reader for the second grade repeats in new form and on the higher level, the lessons in health facts and health habits, which were presented in "From Morning Till Night."

### Property Tax Limitation Laws

Edited by Glen Leet and Robert M. Page. Paper cover, 92 pages. Price, 75 cents. Published by Public Administration Service, Chicago, Ill.

Here is an important document on a timely subject. Twenty-two economists discuss with a remarkable degree of thoroughness their findings on the effect of tax-limitation measures. The writers in the main are governmental executives; there are also representatives of taxpayers' associations, directors of research bureaus, professors in political economy, etc.

Both sides of the question are presented. By way of introduction it might be stated that constitutional tax limits on the state tax for all purposes, or for some specific purpose, are to be found in nineteen states. Several states have enacted statutory limits applicable to taxation in the state as a whole and to the local units thereof. While the subject is presented from various angles, it becomes quite clear in reading the twenty-odd monographs that the economists are by no means of one mind. The for and against attitudes are clearly stated.

The writers who defend property-tax limitations hold that such limitations make for greater care and caution in public expenditures, for greater equity in the distribution of the tax burden, for a wider tax basis, and finally prompt due consideration of tax sources other than the property tax.

In support of property-tax limitations, Herbert U. Nelson, secretary of the National Association of Real Estate Boards, says: "A radical remaking of the tax system has followed tax limitation, and in a large part has been induced by it, in a number of the states within the last two years. The total readjustment is giving substantial and definite relief to real estate, a result already reported even under present conditions, as reflected in stiffening property values. It is creating an incomparably more stable, more economical and better-balanced revenue system. Incidentally, but notably, it is bringing better school financing and more equitable distribution of gas-tax funds."

While some of the economists devote their attention to the measures enacted in the several states to establish tax limitation, the trend in the greater number of studies is decidedly against such limitations. It is held that (1) tax-limit laws have virtually failed to produce the results, predicted by their sponsors, in the administration and finances of local governments; (2) these laws, on the contrary, have been the cause, either directly or indirectly, of some grave abuses in local financial management; and (3) the tax-limit schemes provided by such laws have certain inherent weaknesses which

practically eliminate them from any serious consideration as a way out of the present predicament in local finance.

Benjamin P. Whitaker, research director of the Connecticut Special Tax Commission, says: "Briefly stated, my feeling is that arbitrary limitations on the rates of property taxation are too rigid and inflexible to serve as effective controls over governmental expenditures. My experience is that the existence of these rigid limitations merely makes it a little more difficult, but does not prevent the satisfaction of a widespread demand for governmental expenditure."

Another economist, Frederick N. MacMillin, of the League of Wisconsin Municipalities, says: "If the American theory of representative government is sound, there is no justification for tax limitations on a state-wide basis. Presumably democracy functions in local affairs through local representatives who are amenable to local opinion and influence. If citizens feel for any reason that they have lost control of their municipal government, it is not a difficult task to regain control if there are enough citizens really interested in good municipal administration."

"If the citizens of a commonwealth have lost faith in representative government, at least it would appear that they should leave to local determination by referendum the question of tax limits and their size. If machinery does not already exist for such referenda, it can well be established."

There are those who aim to secure tax reduction through efficient management. Clarence E. Ridley and Orin F. Nolting, of the International City Managers' Association, summarize their conclusions on the need of efficiency rather than mechanical means of tax limitation in the following language: (1) a reorganization of local government resulting in a reduction of the number of government units and a reallocation of functions; (2) the adoption of sound principles of administrative organization within each local government; and (3) the use of modern practices in the management of municipal activities."

### Trends in Restoration of Teachers' Salaries in Cities of from 30,000 to 100,000 Population. Bulletin No. 3, May 20, 1936. Issued by the research division, National Education Association, Washington, D. C.

The third bulletin on the status of teachers' salary schedules in 331 large school systems of the United States and in 83 smaller school systems. The findings reveal that salaries will be at predepression rates or higher, in 25 per cent of the places replying, and that in 61 per cent of the cities partial restorations will be in effect, leaving 14 per cent where depression cuts have not been rescinded. In 13 cities no reductions will be in effect next year, and in 41 a partial restoration from depression levels will have been made.

### Interesting Art-Metal Work

By Joseph J. Lukowitz. Paper, 64 pages. Illustrated. Price, 50 cents. The Bruce Publishing Company, Milwaukee, Wisconsin.

This book is intended for the school and home shop. It includes directions in forming and bending cold metal, and then shows how to make candlesticks, flower-pot stands, candle sconces, flower-pot brackets, various sorts of trays, bud vases, and watch fobs.

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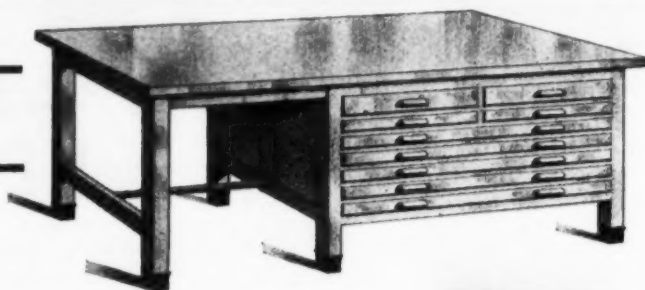
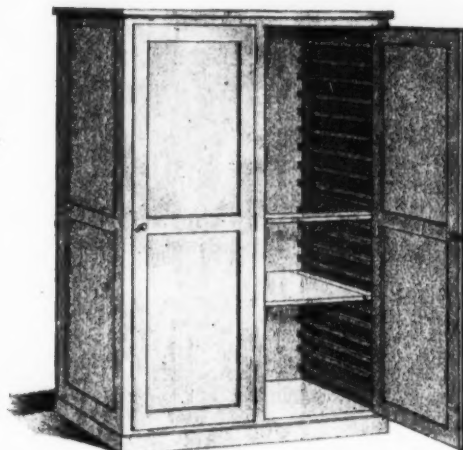
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### THE SCHOOL BUDGET AND PRINCIPLES OF BUDGET MAKING

(Concluded from Page 14)

tivities for which the funds are available. The deception practiced in the defense of such a budget not only leads to the ultimate humiliation of its defender, but also to the discrediting of budgetary procedure. The budget should furnish the basis for an honest appeal for funds, the expenditure of which can be clearly justified.

#### Publicity Essential to Success

There must be full publicity for the budget. Every member of the group which either contributes to, or receives from, its resources, should be permitted to know, both what is proposed and what is opposed. It is often said the people in general take no interest in such matters and that they do not understand when they do. This is all the more reason for full publicity in such a form that those who so desire may understand. It is as important a part of education for civic responsibility as anything that is carried on in the schools. In all matters of support in a democracy, we should wish intelligent rather than ignorant response. It is not enough that the people shall be given an opportunity to know income sources and amounts, and the same for expenses; there must be direct education in such matters as an important part of civic training. If the amount of support for any enterprise cannot be justified to those who pay the bill, or the least item of it, then the enterprise should not be undertaken until its value can receive sanction. In this way only can we build up permanent support and confidence. To give out information with reference to particular items of the budget and to attempt to justify or condemn them without putting them in their proper relation to other items and to the whole budget, is as bad, and often worse,

than no information. Are there numerous facts relating to the finances of the state or to its subsidiary institutions citizens and taxpayers would like to know, or from which they are effectually barred?

The budget, whether it be a complete or a partial one, should be prepared by one who understands the principles of accounting both as they relate to finances and as they relate to the various enterprises for which the budget is to provide. It should receive the approval of an impartial board whose interests are as wide as the range of activities to be covered. The budgetmaker may be the one who is to administer it after it has received authoritative sanction, or several administrators may join in presenting parts of the budget if it covers only several indirectly related activities. These partial budgets may then be organized, in the process of approval, by the board. While it is not my province in this paper to present a form of organization, I believe I am warranted in the conclusion that the commissioner-manager plan is ideal for city budgetary purposes. There may be a school board with a superintendent as the executive for an educational unit; a city commission with a manager; a county commissioner with a manager; a state commission with a budget director; all of these without a revolutionary reorganization of the state government. Various states have passed budget laws and are continuing to improve them. Financial conditions certainly warrant legislatures in taking up this problem in earnest. There are opportunities here for constructive pieces of legislation.

**MRS. ELEANOR WHEELER**

(Concluded from Page 26)

and inquiring mind. She has identified herself as a student in the university of a changing world.

As evidence of her progressiveness one finds Mrs. Wheeler frequently attending the curriculum

meetings held by the county curriculum director, the monthly breakfast meetings of the Los Angeles County Administrators and Supervisors, the meetings of the Los Angeles County Trustees' Association, and various local faculty meetings.

### WHAT SERVICE MAY BE EXPECTED FROM A GOOD SCHOOL LIBRARIAN?

(Concluded from Page 20)

4. That through the attractive appearance, pleasant atmosphere, and cheerful service of the school library, their children will gain a love of books and reading to satisfy their intellectual interests as well as to provide guidance for cultural growth and mental recreation for leisure hours.

The National Survey of Secondary Education lists seven functions of the library reported by principals, teacher-librarians, and librarians: "To enrich the curriculum and supply reference material; to provide for worthy use of leisure time; to train pupils in the use of books and the library; to serve as a centralizing agency for the school; to train for character; to serve teachers; and, to assist in the guidance program of the school."<sup>3</sup>

These services, clearly and simply stated above, should be rendered by a good school library. It is only fair to state, however, that a school superintendent has no right to expect such services until he has induced the local school board to employ a librarian with dynamic personality, who has the proper kind of professional training and who is not afraid of hard work, has provided adequate library materials, suitable equipment and rooms in the school building, and sufficient funds for the upkeep of the library on a basis fully justified by its importance.

<sup>3</sup>B. Lamar Johnson, *The Secondary School Library*, Monograph No. 17, Bulletin, 1932, U. S. Office of Education.

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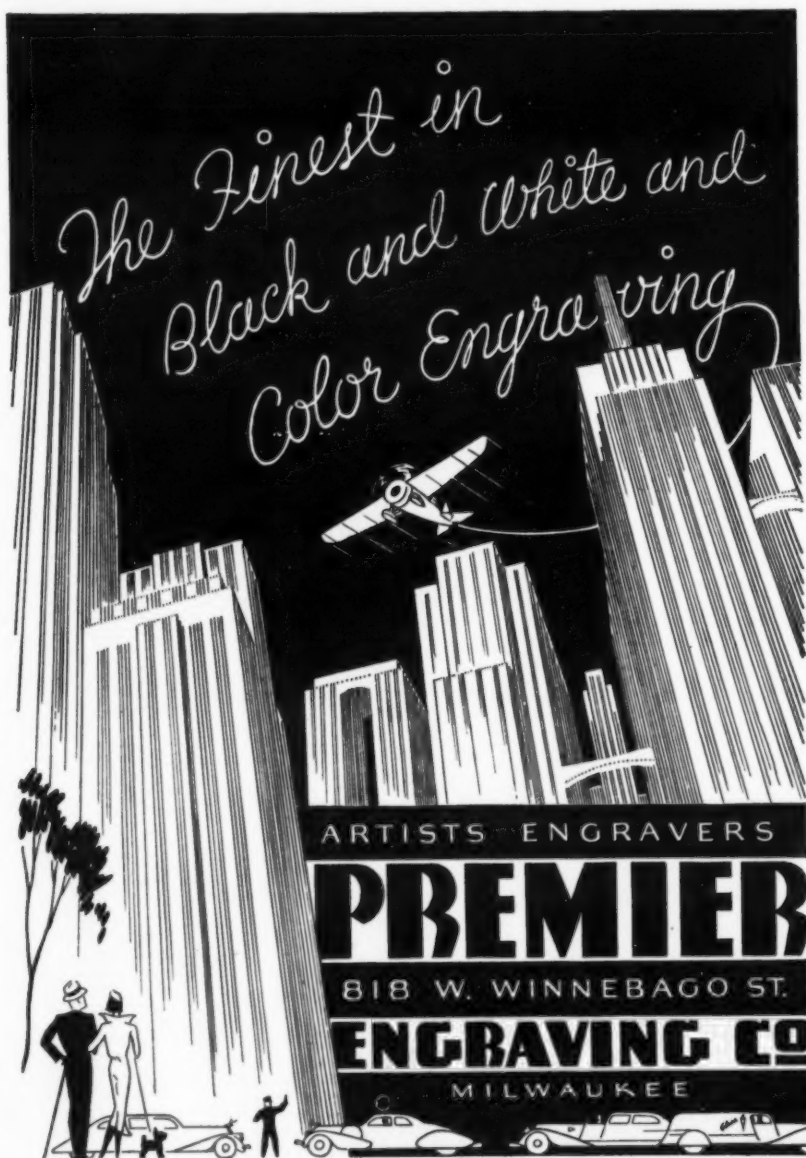
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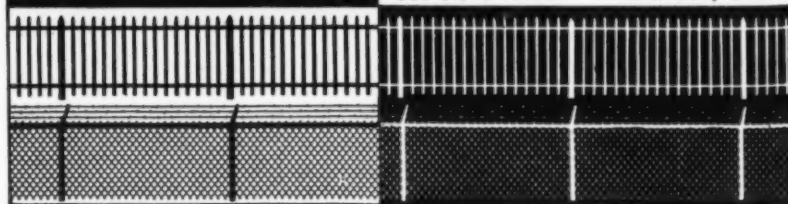
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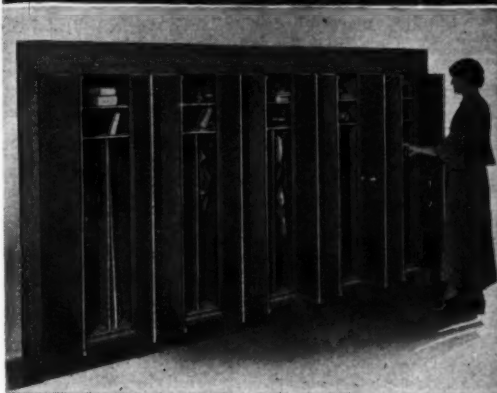
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## THE REFINISHING OF OLD WOOD FLOORS IN SCHOOLS

(Continued from Page 41)

sible to get into with the finger nail after a few hours' drying. They stand up with a gloss long after the older types have become dull. They resist abrasion to a remarkable extent, and have very little tendency to mar or scuff as do floors finished with less stout varnishes. Two full brush coats of such varnish on a smoothly sanded floor will give excellent protection, and look well.

### How Much Varnish Remains?

To understand what actually happens in the drying of a varnish applied on a floor, let us consider a few figures: A gallon of varnish generally weighs 7.5 pounds. Half of this weight is usually volatile thinner which does not remain in the film, so we have left 3.75 pounds of actual solids which are gum and oil. It may be said that the average coverage of a gallon of varnish is 1,000 square feet. We then have applied 3.75 pounds of varnish solids over this area. A gallon occupies 231 cubic inches, but if we consider a varnish that has only 50 per cent solids by weight, because of the difference in volume between oils, resins, and thinners, then only four ninths of this volume, or 103 cubic inches, are varnish solids. This amount distributed over 1,000 square feet yields a film that is .00072 of an inch thick. Therefore the thickness of the usual two-coat job is .00144 of an inch or slightly more, due to nonpenetration of the second coat. This film must, therefore, bear the brunt of the traffic.

The wearing quality of a floor varnish largely depends on the solid portion of the varnish. If it is a short-oil resin or ester-gum varnish, it will be brittle and chip off on slight impact. If it is a long-oil varnish made with soft or cheap resin it will mar perceptibly and soon become unsightly. If made with a hard resin but short in oil, the tendency will be to mar somewhat, but it might not chip so readily. If the varnish is long in oil and contains hard resins, the tendency to mar will be eliminated and the elasticity and toughness will be excellent. The harder the resin, the more fool-

proof will be the coating. Straight phenolic resins are the hardest resins known and, when combined with suitable amounts of oil, they contribute films that are unsurpassable. The type of the solid content is therefore of utmost importance.

Now consider the amount of solids in a varnish as discussed, in relation to film thickness. Spreading one gallon of varnish over an area of 1,000 square feet, it will be found that the thickness of the film depends on its solid content —

- 40 per cent solids will be .00056 of an inch thick (1 coat)
- 50 per cent solids will be .00072 of an inch thick (1 coat)
- 60 per cent solids will be .00086 of an inch thick (1 coat)

It can be seen from this that it would be necessary to apply three coats of a varnish made up of 40 per cent solids to get the equivalent of two coats of a varnish made up of 60 per cent solids.

If the 40-per-cent-solids varnish were bought for \$1.50 a gallon, it would cost \$4.50 to varnish the floor (3 coats) exclusive of the labor cost. If the 60-per-cent-solids varnish were bought for \$2 a gallon, the cost would be but \$4 for finishing an equal area, thus saving in addition to the labor of applying the extra coat.

### The Best Returns

To summarize what has been said regarding varnish solids, it may be argued that the best returns for the outlay may be had by using varnish that runs slightly better than 60 per cent in solids. Many of the varnishes on the market today contain 50 per cent or even less of the solid film-forming material, which is, of course, the amount by weight of oil and resin. Many of the mop-on varnishes run between 40 and 50 per cent solids. This is often necessary in order to get them thin enough to apply with a mop or rag. This practice is becoming popular owing to the fact that it takes varnishing floors out of the hands of the expensive painter and make it practically a job for the janitor. This is all very good, but there is less protection on the floor and the wear-down will be quicker, especially in much-traveled places.

A great deal is heard of special wood primers,

which are sold at fancy prices. It is claimed that it is absolutely essential that such primer be used to guarantee the success of the finished coats. These varnishes are often nothing else than excessively thinned-out varnishes which have been reasonably bodied to start with. While it might be good practice to thin a full-bodied varnish slightly, especially for a first coat, this thinning can be carried too far. For instance, if a 60-per-cent-solids varnish is thinned in the proportion of 5 gallons of varnish to 1 gallon of thinner, the solids have been reduced to 50 per cent. This amount of thinning will make the heaviest varnish brush easily. On the other hand, many primers and sealer coats show only 35 per cent of solid material. To obtain this solids figure, starting with a varnish of 60 per cent solids, it is necessary to thin 6 gallons of the varnish with 4 gallons of thinner.

To understand the fallacy of applying such a thin coat to a wood surface one must understand the cell structure of wood. It is, as you know, composed of row on row of tiny cells, almost perfect in design, some series of which are connected in rather intricate systems by canals. When a very thin liquid is applied to a wood surface the tendency of the liquid is to fill all openings or voids. The first layer of wood cells is filled, and soon there is an overflow to the second layer, and so on. When the liquid reaches the canals, it is quickly distributed to various parts of the wood, and often finds a pocket or cell in a remote spot from the rest of the liquid body. These disconnected deposits of varnish are absolutely wasted as there is no connection between the small deposits in isolated parts of the wood and the main film at the surface.

### Good Surface Necessary

A properly cooked varnish will be sufficiently bodied to prevent excessive penetration into the pores of the wood. Some penetration is necessary to provide a bond to the surface. Too much body, technically known as polymerization, will probably cause the film to bridge over the surface of the wood, and will defy penetration altogether. This type of film can be peeled off the surface with but

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101 Park Ave. New York City, N. Y.

little effort. Such a film would, to be sure, be far worse than that formed by the thinner material.

This brings up the question of the surface to be varnished. To obtain a good sound job it is necessary to provide a smooth, dry, clean surface. No half-hearted measures of cleaning should be countenanced, for the results are often damaging as well as misleading.

One of the most annoying features to be overcome is wax. The popular idea is, that a waxed floor may be made prepared for varnishing by simply washing up with gasoline. Nothing could be further from the truth. Gasoline and other petroleum solvents simply disperse the wax into thinner layers. Such thinners cannot remove wax, as no wax is soluble in gasoline. In order to remove effectively a hard-rubbed or burnished wax, it is necessary to use coal-tar thinners. Benzol is the

most effective but unfortunately it is toxic and therefore unsafe to use. Toluol, one of the next higher fractions, is quite harmless to human beings, but effective in removing wax, as most waxes are completely soluble in it.

The procedure is as follows: Scrub floor well with toluol, using a scrubbing brush. A second man should follow with a cloth, wiping up with clean toluol. Then go over the floor again, following the same procedure. It is seldom necessary to go over the floor more than twice. Whether it is necessary can be determined readily by applying a coat of varnish over a small section in an out-of-the-way place. If the varnish dries properly, conditions are right; if it is tacky after overnight drying, the wax has not been completely removed. In the latter case it will be necessary to use more toluol. Always allow such a scrubbed surface to dry out

Rubless waxes can be removed by scrubbing with a combination of soap, fine abrasive, and water followed by a thorough rinsing with clear water. Surfaces that have been treated with powdered wax for dancing must be cleaned as if covered with hard wax. Other preparations, such as borax compounds, must be removed by scrubbing with soap, fine abrasive, and water, followed by a thorough rinsing with clear water. Unless this is done, the varnish applied will remain "cheesy" for days and perhaps be permanently useless.

A word regarding fillers. Floors which have wide cracks or open grain should be filled before applying the first coat of varnish. A good filler can be made from 80 per cent whiting, silica, and yellow ochre in a short-oil resin varnish. Such a filler can be obtained from any good paint and varnish manufacturer. The filler should be cut down with turpentine to a creamy consistency, spread on the floor with a rubber floor squeegee, rubbing in the direction of the grain. The excess should be rubbed in with burlap or excelsior, rubbing across the grain. The large cracks should be filled with the paste, uncut. After the filler is dry and the floor has been swept clean of loose particles, the surface should be ready for the first varnish coat.

## BETTERING SCHOOL SERVICE BY BUILDING ENLARGEMENT

(Concluded from Page 36)

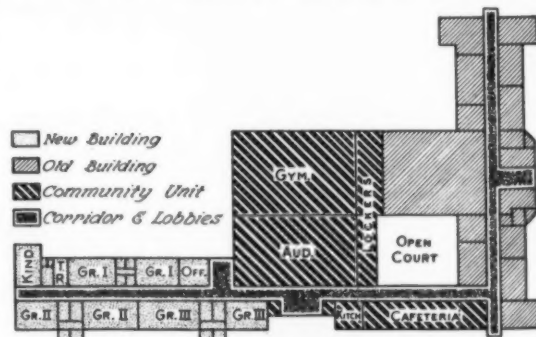
ing direct outlet to the primary play yard, a well-equipped special classroom for atypical children, a women teachers' room, two general toilets, and a combination office and primary-grades library room.



SERVICE UNIT CONNECTING TWO PRIMARY CLASSROOMS

The passageway gives entrance to separate boys' and girls' toilets and to the drinking fountain. The cloakrooms for the two classes are at the right of the passageway.

This building is part of an outstanding building program which the State Department of Public Instruction of Delaware has been promoting for the past fifteen years, under the able direction of Dr. Harry V. Holloway, state superintendent of



IN THE ABOVE DIAGRAM THE HEAVY CROSSHATCHED GYMNASIUM-AUDITORIUM, KITCHEN, AND CAFETERIA ARE PARTS OF THE NEW STRUCTURE

and rehardened at least 24 hours before varnishing. public instruction. The construction of the building was financed from three sources; \$233,900 from the state school-building fund, a grant "not to exceed \$93,500" from the Federal Public Works

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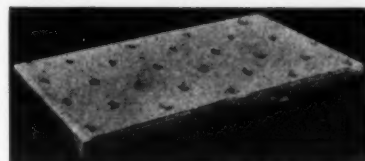
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Administration, and \$6,098.24 obtained from a local bond issue. The cost of construction was divided as follows: general construction, \$207,740; plumbing, \$14,800; heating and ventilating, \$44,870; electrical work, \$18,500; furniture and equipment, \$22,493; total, \$318,423.

The building commission for the Georgetown school is composed of Frank M. Jones of Georgetown, president; Dr. Harry V. Holloway, state superintendent of public instruction, secretary; Messrs. Julian E. Townsend, Byron Pepper, and Dr. Joseph B. Waples of Georgetown; Messrs. H. Fletcher Brown and E. C. Huber of Wilmington; Dr. James Beebe of Lewes; Ernest M. Simon of Seaford. Later Warner W. Price of Smyrna; John B. Jessup of Wilmington; and William W. Sipple of Milford succeeded Messrs. Brown, Huber, and

Simon. The architects for the Georgetown School are Brown and Whiteside, Inc., of Wilmington, Delaware. Richard B. Kennan who was superintendent of schools has been succeeded by Franklin G. Butz. The entire construction and equipment of the building are under the supervision of the Delaware School Foundation, Alex Taylor, president.

## A CALIFORNIA RURAL SCHOOL

(Concluded from Page 34)

tudes. It is equipped for teaching mechanical drawing, carpentry, and machinery.

A study hall has not been incorporated in the building. Grant Union uses a five-period teaching system. Each period is divided into 30 minutes of recitation and 30 minutes of study; thus each

room serves as a study hall, directly under the supervision of a competent instructor. This gives the student 150 minutes of actual study each day.

Other conveniences for facilitating the administrative use of the school include a dumb-waiter from the book and supply room to the second floor, stairways at each end of the building leading from first to the second floor, synchronized program clocks controlled by a master clock which automatically holds all secondary clocks at correct time, and an intercommunicating telephone.

The buildings and entire school layout are both highly attractive and serviceable and were built at a cost of \$350,000.

Harry J. Devine was the architect and Ernest D. Francis the structural engineer. Both are located in Sacramento, California.

## After the Meeting

### His Professional Education

They were young teachers' wives seeking a cool place in the hot college town where their husbands were attending the summer session.

"What is your husband going to be when he finishes here at the university?" asked one.

"An applicant for a retirement annuity, I fear," answered the other.

### Careful, Doctors

"Now that you are through college, what are you going to do?" one of his relatives asked.

"I shall study medicine and become a great surgeon," replied the youth.

"The medical profession is pretty crowded already, isn't it?" ventured the relative.

"Can't help that," snapped the youth. "I shall study medicine, and those who are already in the profession will have to take their chances, that's all!" — Pathfinder.

### He Was Accurate

The teacher was questioning the children about their ages.

Teacher: "How old were you on your last birthday?"

Small Boy: "Seven, ma'am."

Teacher: "How old will you be on your next birthday?"

Small Boy: "Nine, ma'am."

Teacher: "Nonsense. If you were seven on your last birthday, how can you be nine on your next?"

Small Boy: "Well, you see, teacher, I'm eight today."

### To the Point

Teacher (to the little girl learning to write): "But where is the dot over the i?"

"It's in the pencil yet!"



### Studied Anyway

Teacher: "Why were you away from school yesterday?"

Pupil: "My father is a communist and he was teaching me class hatred." — Exchange.

### An Old, Old One

"Now," said the school teacher, "give me a definition of space."

Junior stood up, flustered and red. "Space," he began, "is where there is nothing. I can't explain it exactly, but I have it in my head all right."

### It Was This Way

In an Atlanta school a prize was offered for a story of the fewest words in rhyme. A colored boy won it.

A mule in the barnyard, lazy and slick,

A boy with a pin on the end of a stick

Slips in behind him as still as a mouse —

Crepe on the door of the little boy's house.

— Exchange.

"What," asked the teacher of one of her pupils, "do we mean by the word 'plural'?"

Pupil: "By the plural of a word we mean the same thing, only more of it."

### Americans Only!

"Who was the first man, Bobby?" asked the teacher.

"George Washington," answered the young American promptly.

"Why, no, Bobby. You ought to know better than that. It was Adam."

"Oh, well," said Bobby, determined to prove himself right. "I wasn't counting foreigners."

### The Lazy One

The teacher wished to get the children to express moral reprobation of lazy people, and she led up to it by asking them who were people who got all they could and did nothing in return.

For some time there was silence, but at last a little girl, who had obviously reasoned out the answer inductively, exclaimed with a good deal of confidence, "Please, teacher, it's the baby!"

## Buyers' News

**New Westinghouse Air-Conditioning Units.** The Westinghouse Electric & Manufacturing Company, East Pittsburgh, Pa., has announced a new line of C-L-S hermetically sealed units for use with air-conditioning systems.

The type C-L-S "sealless" line, which has been developed after a thorough study and analysis of the operating troubles and service requirements of condensing units, has as an outstanding feature its completely enclosed design. The driving motor is enclosed and no seal or stuffing box is required. Other features noted are the direct drive of the motor rotor, the integral cast of the cylinders, the water-cooled motor, the forced lubrication, the series-parallel condenser manifold, and the extremely light weight of the machine.

**New Finnell Mop Trucks.** The Finnell System, Inc., of Elkhart, Ind., has issued an interesting, fully illustrated circular, describing its complete line of power waxing, polishing, and scrubbing machines for use in schools and educational institutions.

The Finnell System includes a style and size of machine for every particular need. The new "100 Series" is a precision product, which is fast, thorough, and flexible in operation, easy to handle, quiet in action, dependable, and adaptable to large, open areas or congested spaces.

The "300 Series" is particularly adaptable to the waxing, polishing, or dry scrubbing of large areas, is easy to handle, and quiet in operation. Proper weight distribution in relation to thrust and brush-ring speed insure balanced operation, and fitted gears and bearings running in a lubricated gear case produce smooth and noiseless operation.

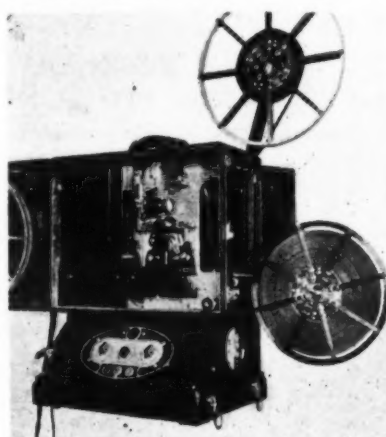
The latest addition to the Finnell line is the new "90 Series," which is manually driven. Copies of catalogs describing these various types of machines will be sent to any school official upon request.

**All-Steel Acquires Aurora Metal Cabinet Company.** The All-Steel-Equip Company, Inc., of Aurora, Ill., has acquired the Aurora Metal Cabinet Company, of Aurora, which manufactures a line of steel filing equipment. The All-Steel-Equip Company now includes among its products in addition to the complete modern Aurora line, a wide range of steel cabinets, lockers, typewriter stands, and card cabinets.

**Announce Kewanee Conditioned Air for Smaller Schools.** The Kewanee Boiler Corp., of Kewanee, Ill., is offering new quality equipment for air conditioning and for dependable heating in smaller schools, as a supplement for its well-known line of Kewanee boilers.

The Kewanee air-conditioning system furnishes a Type RK conditioner, which is united with a Type R boiler, for furnishing a controlled supply of clean air, automatically warmed, humidified, and positively circulated to keep the small school building comfortable and healthy at all times. In addition to its health benefits, the Kewanee system promotes fuel savings, and keeps the interior clean. Among the special features of the air conditioner are an air filter of the viscous throw-away type, a heating coil of copper tubes and aluminum fins rolled into cast-iron headers, a thermostatic bulb to check the air delivery, a control cabinet with transformers, a self-cleaning spray nozzle, a blower fan, and a resilient, mounted motor driven by a silent V-belt. Complete information will be sent to any school official upon request.

**New DeVry Sprocket Intermittent 16-mm. Projector.** Herman A. DeVry, Inc., 1111 Center St., Chicago, Ill., is offering a new sprocket intermittent 16-mm. projector, which employs a new design for 16-mm. projection, by means of which a smooth,



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continuous flow of power is assured, especially for use in sound projection. Another feature of the projector is the double-exciter lamp socket, which eliminates the danger of a lamp burning out while the film is in use. The operator need only slide the special

bracket into its new position, and a new lamp is ready and in perfect alignment.

Full information concerning the projector may be obtained by any school official upon request.

**Bausch & Lomb's 250,000th Microscope.** Dr. Frederick George Novy, former professor of bacteriology and dean of the Medical School of the University of Michigan, has been awarded the 250,000th microscope produced by Bausch & Lomb, by the American Association for the Advancement of Science. Dr. Novy was selected for the honor because of his outstanding research in the field of bacteriology and immunology. He is responsible for discovering the *Bacillus Novyi*.

**Bell-Howell Film Catalog.** The Bell & Howell Company, Chicago, Ill., has issued a new edition of its catalog of 16-mm. films on geography, travel, and natural resources. The catalog lists completely all the films available in this field and where they may be obtained by loan purchase, or rental.

A copy of the catalog may be obtained by writing to the films division, Bell & Howell Company, 1801 Larchmont Ave., Chicago, Ill.

**Continental Fencing for Athletic Fields.** Continental chain-link fencing, manufactured by the Continental Steel Corporation, Kokomo, Ind., has been used for fencing the athletic fields of the South Hills High School and Perry High School, Pittsburgh, Pa., which brings to twelve the number of school properties in Pittsburgh for which this type of protection has been provided.

**Establishes L. A. Maune Company.** Mr. L. A. Maune, formerly general sales manager for the Fred Medart Mfg. Company, has resigned in order to establish his own business. Mr. Maune has entered the manufacturer's representative field in St. Louis, and in addition to other lines, will represent the Medart Company in Eastern Missouri and Southern Illinois. The new company will have its headquarters at 1617 Lafayette Ave., St. Louis.

**Mr. E. G. Bentley's Passing.** Widespread regret has been expressed by educators and members of the



E. G. BENTLEY

school-furniture industry at the untimely death of Mr. E. G. Bentley, which occurred at Grand Rapids, Mich., on June 16. As manager of the publicity and advertising of the American Seating Company, Mr. Bentley came into close relations with the school trade and with buyers of school furniture. It was his fixed ideal to place the marketing of school desks upon a high plane of service, and to advocate the hygienic and educational advantages of seating as the final criterion of cost and price.

### NEW YORK CITY SCHOOL BOARD ORDERS BUILDING STUDY

A survey of the New York City school buildings, by outside architects and other school-construction experts, to ascertain what improvements, if any, can be made in new buildings, has been begun by the board of education, following its approval of an appropriation of \$30,000 for that purpose. The survey, which was ordered on the recommendation of Commissioner E. B. Buck, chairman of the building committee, will be conducted by a group of the best school-building men in the country.

The board has directed Superintendent of Buildings Walter C. Martin to prepare the necessary applications for additional PWA loans and grants, totaling about \$30,000,000, to carry forward the building program which the city had expected to finance with its own funds.

### District of Columbia Reports Need of Additional School Facilities

The Department of Education of the District of Columbia, Washington, D. C., has issued an extensive report, covering the school-building situation in the district and the need of additional accommodations to house the students enrolled.

The report indicates the accumulated shortage of school-building accommodations up to November 1, 1935, which shows a grand total of 177 classrooms lacking during the period covered by the report. Of the total, 121 rooms are needed to replace portable buildings, to reduce oversize classes, and part-time classes; 56 are required to replace buildings recommended for early abandonment; 27 rooms are needed to eliminate the use of undesirable classrooms; 73 rooms are required to eliminate oversize classes and 18 rooms are requested to obviate the use of part-time classes in first, second and third grades and over.

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**ADVERTISERS' INDEX**

All-Steel Equip. Co., Inc.....	54	Hartman & Co., Wm. E.....	73	Premier Engraving Company.....	70
Allyn and Bacon.....	4th Cover	Hillyard Chemical Co.....	75	Prosemaco Schoolkraft a Division.....	70
American Automatic Electric Sales Co.....	63	Holden Patent Book Cover Co.....	48	RCA Mfg. Company, Inc.....	45
American Floor Surfacing Machine Co.....	73	Huntington Laboratories .....	56	Rowles Co., E. W.....	60
American Seating Company .....	63	International Business Machines Corp.....	51	Royal Metal Mfg. Company.....	53
Architects Directory .....	72	Irwin Seating Company.....	65	Rundle-Spence Mfg. Company.....	5
Arlington Seating Company.....	67	Johnson Service Company.....	2nd Cover	Schermerhorn Teachers' Agency.....	73
Armstrong Cork Products Company.....	10	K-M Supply Corporation.....	70	Sengbusch Self-Closing Inkstand Co.....	67
Bassick Company, The.....	2	Kewaunee Mfg. Company.....	49	Sheldon & Company, E. H.....	63
Bausch & Lomb Optical Company.....	12	Kimball Company, W. W.....	60	Spencer Lens Company.....	60
Beck Studios .....	73	Lyon Metal Products, Inc.....	7	Spencer Turbine Company.....	4
Beckley-Cardy Company .....	67	Maple Flooring Manufacturers Association... 1		Squires Inkwell Co.....	65
Berger Mfg. Company.....	61	Market Place .....	73	Standard Electric Time Co., The.....	46
Boehm Bindery, The.....	73	Master Lock Co., The.....	54	Standard Manufacturing Co., The.....	75
Bruce Publishing Company, The.....	6 and 9	Medart Mfg. Co., Fred.....	71	Stewart Iron Works Co., The.....	70
Carbon Solvents Laboratories.....	73	Midland Chemical Laboratories.....	62	Sturtevant Company, B. F.....	2
Clarin Manufacturing Co.....	69	Miller Keyless Lock Co., J. B.....	70	Taylor Company, Halsey W.....	6
Colgate-Palmolive-Peet Co. ....	59	Minneapolis-Honeywell Regulator Co..	3rd Cover	Tiffin Scenic Studios.....	73
Columbia School Furniture Corp.....	73	National School Supplies & Equip. Assn.....	8	Turner & Harrison Pen Mfg. Co., Inc.....	67
DeMoulin Bros. & Co.....	73	Natural Vulcanized Fibre Co.....	67	Twin City Scenic Co.....	70
Draper Shade Co., Luther O.....	65	Natural Slate Blackboard Co.....	58	Universal Bleacher Company.....	71
Dudfield Mfg. Company.....	73	Nesbitt, Inc., John J.....	5	Universal Scenic Studio.....	73
Dudley Lock Corporation.....	75	Newcastle Products, Inc.....	70	U. S. Gypsum Company.....	6
Evans, W. L.....	4	Norton Company .....	50	Vestal Chemical Company.....	66
Everwear Mfg. Company.....	75	Norton Door Closer Company.....	7	Victor Animatograph Corp.....	69
Finnell System, Inc.....	5	Peabody Seating Company, The.....	55	Vogel Company, Joseph A.....	4
Fisk Teachers Agency.....	73	Petersen & Company.....	73	Walrus Mfg. Company.....	68
Ford Company, The J. B.....	76	Playcrafters Guild of America, The.....	73	Weber Costello Company.....	64
Franklin Research Company.....	69	Potter Manufacturing Corp.....	73	Whiting Corporation .....	3
Goodyear Tire & Rubber Co., The.....	57	Powers Regulator Company.....	2	Wood Conversion Company.....	54
Graybar Electric Co., Inc.....	47			Yale & Towne Mfg. Company.....	7
Hamilton-Invincible, Inc. ....	64				
Hart Manufacturing Company.....	73				

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Porcelain, enamel, tile, paint, chrome, and other metal surfaces can be cleaned quickly and safely with Wyandotte Detergent. Wyandotte can be used to clean any surface that water alone will not harm.

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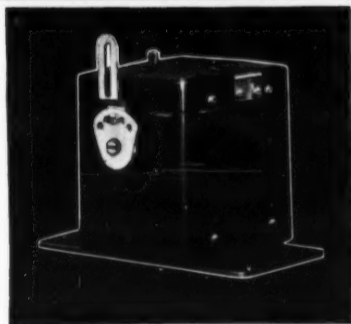
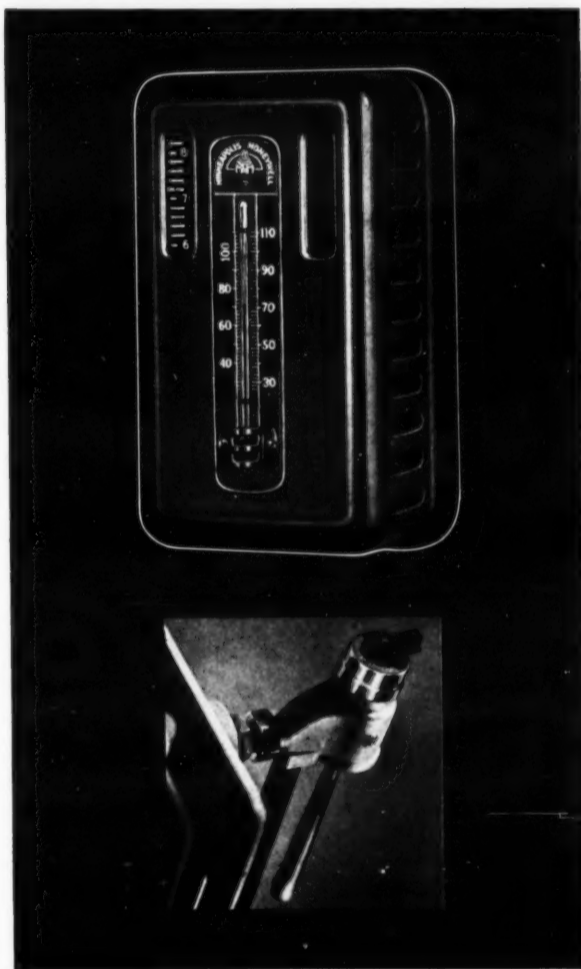
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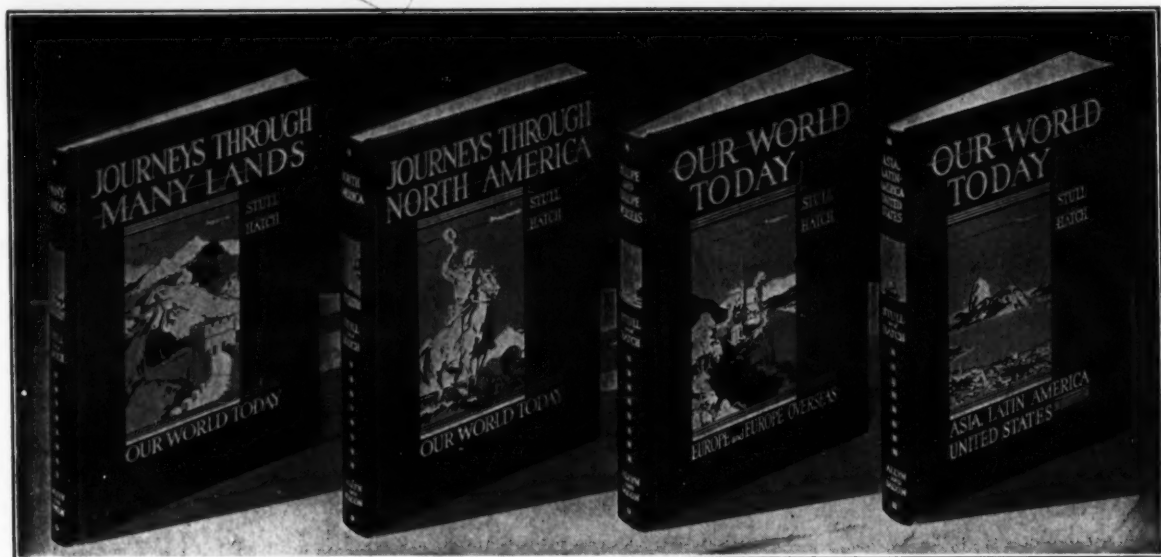


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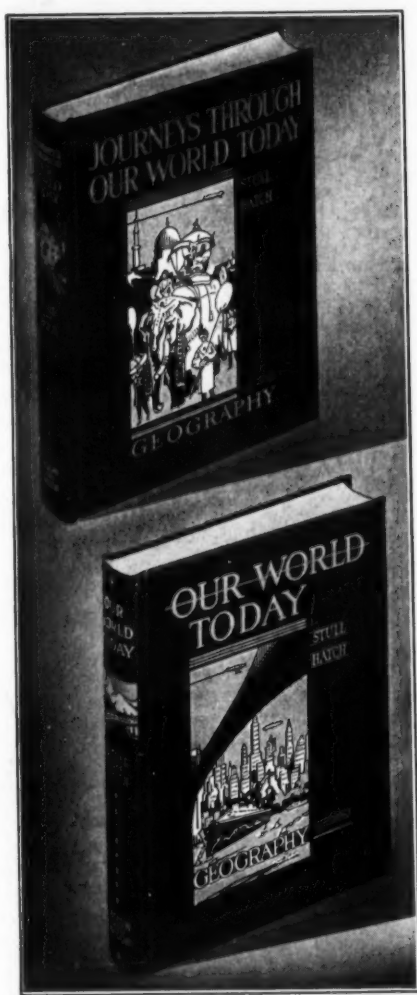


## MINNEAPOLIS HONEYWELL

CONTROL SYSTEMS



## MORE LIGHT!



Goethe's last words were—More Light! Thus, in his final moments, the urge which animated his life and writings found its crowning expression in this succinct phrase.

In literary achievement, Goethe may be ranked next to Shakespeare. In the variety of his genius perhaps no one, save Leonardo da Vinci, ever approached the stature of the great German.

Today, as never before, we need more light—more light on ourselves and our country, more light on the world in which we live. America is no longer sufficient unto itself. We must know the geographic factors which pushed Japan into Manchuria, and fired the Legions of a New Rome on to the conquest of Ethiopia. London is closer to New York now than Pittsburgh was a hundred years ago.

A flood in New England, a famine in China—and the repercussions are felt around the world. What an obscure priest says or does in India may affect the markets on every continent. Our neighbors are important, and today we are neighbors with the world.

The New Geography links the study of countries and peoples with the relationships of these countries and peoples to each other. The literal meaning of the word Geography—writing about the earth—is a definition which does not consider the human factor, and, therefore, does not adequately describe the New Geography. The New Geography has become a Core Subject in the whole structure of the Social Studies.

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